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WESTERN AUSTRALIA.

REPORT

OF THE

ROYAL COMMISSION

ON THE

ESTABLISHMENT OF A UNIVERSITY.

Presented to both Houses of Parliament by His Excellency's Command.

PERTH:

BY AUTHORITY FRFD. WM. SIMPSON, GOVERNMENT PRINTER.

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WESTERN AUSTRALIA.

ROYAL COMMISSION on the ESTABLISHMENT of a UNIVERSITY.

REPORT:

With Minutes of proceedings, Minutes of Evidence, and Appendices.

ORDER:

1. Minutes of proceedings of Commission.
2. Minutes of proceedings of Committee of Commission.
3. Report.
4. Appendices :
 1. Examination of Professor McCallum.
 2. Examination of Professor Naylor.
 3. Chairman's Report.
 4. Information received from other Australian Universities:—
 - (a.) Adelaide University.
 - (b.) Sydney University.
 - (c.) University of Tasmania.
 5. Report of the Rt. Rev. the Bishop of Perth.
Report by Dr. Smith on London University.
 7. Draft Bill for the Establishment of the University of Western Australia.

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COMMISSION

WESTERN AUSTRALIA, By His Excellency Admiral Sir Frederick
TO WIT. George Denham Bedford, Knight Grand

FRED. G. D. BEDFORD, the Bath, Governor in and over the State
Governor. of Western Australia and its Depen-
(L.S.) dencies, etc., etc., in the Commonwealth
of Australia in the name and on behalf
of His Majesty King Edward VII., by
the Grace of God of the United Kingdom
of Great Britain and Ireland, and of the
British Dominions beyond the Seas, King,
Defender of the Faith, Emperor of India.

To Hon. Dr. Hackett, J.P., LL.D., M.L.C.; the Right
Rev. Dr. Riley, Lord Bishop of Perth; Mr. Cecil
Andrews, M.A.; Sir Walter James, K.C.; Rev. Brother
Nunan; Hon. Henry Briggs, M.L.C.; Mr. Thomas Bath,
M.L.A.; Mr. F. B. Allen, M.A., B.Sc.; Mr. W. E. Cooke,
M.A.; Dr. Athelstan Saw; Dr. J. W. Smith, K.C., LL.D.

GREETING:

WHEREAS, acting with the advice of the Executive Council,
I am desirous of appointing Commissioners to inquire into and
report to me upon the question whether the time is opportune
for the establishment of a University in this State; and if so,
then to inquire into and report to me upon the following
matters:—

- (a.) As to the constitution and form of government of
such University;
- (b.) The Professors and other University Officers to be
appointed at the outset, at what salaries and under
what conditions;
- (c.) The courses of study to be undertaken;
- (d.) The fees to be charged to students;
- (e.) The buildings that would be required and the most
suitable arrangement with regard thereto.

(f.) The estimated cost with regard to:—

- (1.) Initial expenditure, and
- (2.) Annual expenditure;

(g.) The estimated revenue, and

(h.) Generally to make such recommendations as to you
may seem fit in connection with the foundation and
establishment of a University:

Now know ye that I do hereby appoint you, the said Hon.
Dr. Hackett, J.P., LL.D., M.L.C.; the Right Rev. The Lord
Bishop of Perth; Mr. Cecil Andrews, M.A.; Sir Walter
James, K.C.; Rev. Brother Nunan; Hon. Henry Briggs,
M.L.C.; Mr. Thomas Bath, M.L.A.; Mr. F. B. Allen, M.A.,
B.Sc.; Mr. W. E. Cooke, M.A.; Dr. Athelstan Saw; Dr. J.
W. Smith, K.C., LL.D., to be Commissioners for the purposes
aforesaid, and I further appoint you the said Hon. Dr. Hackett,
J.P., LL.D., M.L.C., Chairman of the said Commissioners:
And I direct that at any meeting of the said Commissioners,
six Commissioners shall be sufficient to constitute a quorum
and may proceed with the inquiry entrusted to you under
this Commission notwithstanding the absence of the other
Commissioners: And I further direct that, in the absence of
Chairman from any meeting of the said Commission, the Com-
missioners present may appoint one of their number to act
as Chairman during such absence: And I declare this Com-
mission to be a Royal Commission within the meaning of "The
Royal Commissioners' Powers Act, 1902."

And I do hereby desire and request that you do, as soon
as the same can conveniently be done, report to me in writing
your proceedings and the result of your inquiries, and also
your recommendations by virtue of this Commission.

Given at Perth this 6th day of January, 1909.

By His Excellency's Command,

N. J. MOORE,
for Minister for Education.

ROYAL COMMISSION—UNIVERSITY OF WESTERN AUSTRALIA.

Minutes of the Proceedings of the Commission.

THURSDAY, FEBRUARY 11, 1909.

At the first meeting of the Commission, held at the office of the Chairman on February 11, there were present:—

The Hon. John Winthrop Hackett, M.A., LL.D.,
M.L.C., Chairman.
The Rt. Rev. Charles O. L. Riley, D.D., V.D.,
Bishop of Perth.
The Hon. Henry Briggs, M.L.C., President of the
Legislative Council.
Sir Walter James, K.C.
Cecil R. P. Andrews, Esq., M.A., Inspector-
General of Schools.
Thomas H. Bath, Esq., M.L.A., J.P.
Frank Bowen Allen, Esq., M.A., B.Sc., Director of
Technical Education.
James Walter Smith, Esq., K.C., B.A., LL.D.
William Ernest Cooke, Esq., M.A., Government
Astronomer.

Apologies were received from:—

The Rev. Brother Nunan.
Athelstan J. H. Saw, Esq., M.D.

The Chairman laid the Gazette notice appointing the Commission upon the table.

Mr. Jas. S. Battye, B.A., LL.B., was unanimously appointed Honorary Secretary to the Commission.

The Chairman read to the Commission some notes upon the various matters to be considered by the Commission.

The Chairman stated that he was prepared, so soon as the University was in working order, to find the funds sufficient to provide for the foundation of a Chair of Agriculture.

The thanks of the Commission were accorded to the Chairman for his munificent offer.

Leave of absence was granted to the Chairman and Mr. Cooke, who were about to proceed to England, and it was decided that during their absence the remaining members of the Commission should sit as a Committee for the purpose of collecting information.

The Rt. Rev. the Bishop of Perth was appointed Deputy Chairman.

It was decided that, in addition to the matters set out in the Commission, inquiries should be made as to the sites available for the purposes of a University.

The meeting then adjourned.

MONDAY, SEPTEMBER 20, 1909.

Present:—

Hon. Dr. Hackett, Chairman.
Rt. Rev. Dr. Riley, Bishop of Perth.
Hon. H. Briggs.
Dr. J. W. Smith.
Mr. Andrews.
Bro. Nunan.
Dr. Saw.
Mr. Allen.

The minutes of the previous meeting were read and confirmed.

Professor McCallum, M.A., LL.D., of Sydney University, was present by request, and was examined by the Commission.

(See Appendix for full report.)

The meeting then adjourned.

MONDAY, MAY 16, 1910.

Present:—

Hon. Dr. Hackett, Chairman.
Rt. Rev. Dr. Riley, Bishop of Perth.
Hon. H. Briggs.
Mr. Andrews.
Dr. J. W. Smith.
Mr. Cooke.
Mr. Allen.
Mr. Bath.

The minutes of the previous meeting were read and confirmed.

Resignation of Bro. Nunan, who had been transferred to Victoria, was received.

The Chairman presented a report containing information relating to the newer English Universities, principally relative to constitution and methods of working. (For full text of report see Appendix.)

The thanks of the Commission were accorded to the Chairman.

It was resolved that a sub-committee, consisting of the Chairman, the Rt. Rev. Bishop Riley, and the Hon. Secretary, should prepare a draft Bill for the consideration of the Commission.

It was resolved that each member of the Commission should be supplied with a copy of

- (a) Queensland Draft University Bill.
- (b) Queensland University Act.
- (c) Western Australian Draft Bill.

The meeting then adjourned.

MONDAY, MAY 30, 1910.

Present:—

Hon. Dr. Hackett, Chairman.
Rt. Rev. Dr. Riley, Bishop of Perth.
Hon. H. Briggs.
Sir Walter James.
Mr. Andrews.
Dr. Smith.
Mr. Allen.
Mr. Bath.

Apologies were received from Dr. Saw and Mr. Cooke.

The minutes of the previous meeting were read and confirmed.

The sub-committee appointed at the previous meeting presented a Draft Bill for consideration by the Commission.

Clauses 1—12 were considered seriatim, and provisionally approved with amendments.

The meeting then adjourned until the following day at 3 p.m.

TUESDAY, MAY 31, 1910.

Present :—

Hon. Dr. Hackett, Chairman.
Rt. Rev. Dr. Riley, Bishop of Perth.
Hon. H. Briggs.
Mr. Andrews.
Mr. Bath.
Mr. Allen.

Consideration of Draft Bill was resumed, and the remaining clauses approved, with amendments.

The Draft Bill, provisionally approved, was ordered to be sent to the Parliamentary Draftsman for his consideration.

The sub-committee was instructed to prepare a draft of the Commission report for future consideration.

The Chairman placed before the Commission the following letter, having reference to his offer to found a Chair of Agriculture :—

Perth, 30th May, 1910.

Gentlemen,—

You will remember that at our meeting on the 11th February, 1909, I announced that I was prepared to find the funds, as soon as the University is in working order, sufficient to provide for the foundation of a Chair of Agriculture. My offer, you will have noticed, is conditional on the University being established, when my gift will follow as a natural sequence. For this purpose, I may say, I have made provision in my will. At the same time, I desire it to be understood that this offer pre-supposes only a reasonable time should elapse before the University is constituted. I hope you will not consider it an unreasonable condition that two years only should pass before the University attains "working order," in accordance with the terms of my promise. In other words, the offer will only hold good for two years from the first day of June, 1910. As this offer was made a year ago, this will give it a currency of three years. I earnestly hope it will not take the two years to see the University established.

I have the honour to be,

Faithfully yours,

(Sgd.) J.W. Hackett.

The meeting then adjourned.

MONDAY, AUGUST 1, 1910.

Present :—

Hon. Dr. Hackett, Chairman.
Rt. Rev. Dr. Riley, Bishop of Perth.
Hon. H. Briggs.
Mr. Andrews.
Mr. Bath.
Dr. Smith.
Mr. Allen.
Dr. Saw.
Mr. Cooke.

The minutes of the previous meeting were read and confirmed.

The minutes of the meetings of the committee of the Commission held on March 22nd, June 2nd, and August 4th, 1909, were adopted.

The sub-committee appointed to draft the report presented a series of suggestions for the consideration of the Commission. After discussion, it was resolved :—

- (1) That, in the best interests of education and of the State, it is advisable that a Western Australian University should be established without delay.
- (2) That the constitution of the University should, as far as possible, conform to the type adopted by the Universities of the Eastern States, but with such amendments as will bring it into full accord with modern and liberal requirements. For the government and regulation of the new University, the Commission recommends the scheme set out in the draft Bill herewith appended.
- (3) That in all respects the members of both sexes shall enjoy equal facilities, rights, and privileges.
- (4) The Commission favours the view that teaching in the University should be free, and suggests that if fees are found necessary that they should be on the lowest possible scale.

The Commission then adjourned till Friday, August 5th.

FRIDAY, AUGUST 5, 1910.

Present :—

Hon. Dr. Hackett, Chairman.
Rt. Rev. Dr. Riley, Bishop of Perth.
Hon. H. Briggs.
Mr. Andrews.
Mr. Bath.
Dr. Smith.
Mr. Allen.
Mr. Cooke.

Apology was received from Dr. Saw.

The minutes of the previous meeting were read and confirmed.

Consideration of the sub-committee's suggestions was resumed, and it was resolved :—

- (5) That Faculties be formed in Arts, Science, pure and applied, Law, and perhaps Music, and at a later stage in Medicine. That in the division of Applied Science, courses of study in Agriculture and Mining should, in the opinion of the Commission, be made essential at the outset, and that, whilst it may not be possible for some time to provide for a full course in Medicine, early arrangements should be made for Diplomas in Dentistry and Veterinary Science.
- (6) That Parliament be asked to provide the sum of £10,000 annually for the purposes of the University, and £2,000 for the purpose of providing scholarships and exhibitions, but if it is decided that teaching in the University shall be free, then Parliament be asked to increase the annual grant to an extent sufficient to cover the estimated loss that would accrue through fees not being charged.

The draft Bill, as revised by the Parliamentary Draftsman, was reconsidered, and finally approved for inclusion in the Report.

The meeting then adjourned.

WEDNESDAY, AUGUST 24, 1910.

Present:

Hon. Dr. Hackett, Chairman.
Rt. Rev. Dr. Riley, Bishop of Perth.
Hon. H. Briggs.
Sir Walter James.
Mr. Bath.
Mr. Andrews.
Dr. Saw.
Dr. Smith.
Mr. Allen.
Mr. Cooke.

The minutes of the previous meeting were read and confirmed.

It was resolved that a report on London University by Dr. J. W. Smith should be included as an Appendix to the Report.

The draft report of the Commission, presented by the Sub-Committee, was considered, and various amendments made.

The meeting then adjourned till Tuesday, August 30th, at 11.30 a.m., for the consideration of amendments suggested by Sir Walter James.

TUESDAY, AUGUST 30, 1910.

Present:—

Hon. Dr. Hackett, Chairman.
Rt. Rev. Dr. Riley, Bishop of Perth.
Hon. H. Briggs.
Sir Walter James.
Mr. Andrews.
Dr. Smith.
Mr. Bath.
Mr. Allen.
Mr. Cooke.

Apology was received from Dr. Saw.

In the absence of the Hon. Secretary the minutes were recorded by Mr. Allen.

It was decided that letters of thanks should be forwarded to Professor Stanley Gardiner and to the Universities for valuable information supplied to the Commission.

A letter concerning a site for the University was received from the Leederville Town Council, and the matter was left in the hands of the Chairman for acknowledgment.

The draft report of the Commission was further considered and amended; those portions relating to the proposed scheme, and to the question of site, being particularly discussed.

On the motion of the Rt. Rev. Dr. Riley, Bishop of Perth, the following resolution was carried and ordered to be inserted at the conclusion of the Report:—

"That the thanks of the Commission be hereby given to the Chairman, Dr. Hackett, for his splendid example of liberality and citizenship in offering to provide an endowment for a Chair of Agriculture."

On the motion of the Chairman it was agreed—"That the Report be adopted."

Mr. Sayer attended and gave the Commission the desired information on the legal aspect of the endowment clauses in the "University Endowment Act, 1901," and the proposed Bill.

The Hon. Secretary was instructed to present the report, when ready, to each member for signature.

The meetings of the Commission then concluded.

MINUTES OF THE PROCEEDINGS OF THE COMMITTEE OF THE COMMISSION.

MONDAY, MARCH 22, 1909.

Present:—

The Right Rev. Bishop Riley, Chairman.
Hon. H. Briggs.
Dr. J. W. Smith.
Dr. Saw.
Mr. Andrews.
Mr. Bath.
Mr. Allen.
Bro. Nunan.

The Hon. Secretary was instructed to write to Queensland, asking for 12 copies of the reports, etc., issued by the Royal Commission on the University of Queensland.

The Hon. Secretary presented a draft list of questions for submission to other Universities. After discussion the list was approved in the form printed hereunder:—

INFORMATION SOUGHT FROM OTHER UNIVERSITIES.

Note.—The Commission desires that Universities in framing their replies will note the following points:—

- (a) That when established this will be the only University in the State of Western Australia, the nearest being that of South Australia, over 1,000 miles away.
- (b) That owing to limited funds at the disposal of the Government, and the fact that there are no private endowments, strict economy will be necessary in the establishment of the University, so that in the beginning the number of Faculties will probably have to be limited to three or four.

1. In the light of your experience, what Faculties would you suggest as essential at the outset without regard to any local circumstances?

2. At the commencement of your University what Faculties were established, and what administrative officers were appointed?

3. What are the fees charged to each student of each Faculty in each year?

4. What buildings did you find necessary at the commencement, and what arrangement did you find most satisfactory?

5. Please give the following particulars in regard to your University?—

- (a) Initial capital expenditure on establishment.
- (b) Income during first year of establishment from—
 - (i.) State aid.
 - (ii.) Fees from Students.

(iii.) Interest on endowments.

(c) Expenditure during the same period.

(d) Present annual income and expenditure.

6. What lands available for University and collegiate purposes are attached to your University?

7. Were they secured by grant from Government, by purchase, or by private endowment?

8. What special advantages do you consider the form of government in operation at your University possesses?

9. To what extent are students who are unable to pay the ordinary fees assisted by—

(a) State aid, either in the way of scholarships, or by other means.

(b) Private endowment?

10. What conditions of residence, if any exist in the case of students, and is attendance at lectures compulsory?

11. What is the average professorial salary, and what are the conditions of tenure, particularly from the standpoint of whether the professors are allowed private practice in any way, or are allowed to secure fees apart from their appointment?

12. What was the population of your State (or of the district served) at the time of the establishment of your University?

13. Can you forward any literature that might assist the Commission in discussing the general question of the establishment of a University?

It was decided that the questions should be sent to English, American, and Australian Universities.

The meeting then adjourned.

WEDNESDAY, JUNE 2, 1909.

Present:—

The Right Rev. Bishop Riley, Chairman.

Hon. H. Briggs.

Dr. J. W. Smith.

Mr. Andrews.

Bro. Nunan.

Mr. Allen.

Minutes of the previous Committee meeting were read and confirmed.

Professor Darnley Naylor, of Adelaide University, was present by invitation, and was examined by the Committee upon the subjects within the scope of the Commission. For full report of examination see Appendix.

The thanks of the Committee were accorded to Professor Naylor.

The meeting then adjourned.

WEDNESDAY, AUGUST 4, 1909.

Present:—

The Right Rev. Bishop Riley, Chairman.

Hon. H. Briggs.

Sir Walter James.

Mr. Bath.

Mr. Andrews.

Dr. Smith.

Bro. Nunan.

The minutes of the previous meeting of the Committee were read and confirmed.

Apologies were received from Dr. Saw and Mr. Allen.

The Hon. Secretary reported replies to the list of questions sent out had been received from the following Universities:—Adelaide, California, Chicago, Columbia, Cornell, Durham, Edinburgh, Glasgow, Harvard, Leeds, Liverpool, London, Melbourne, Michigan, New Zealand, St. Andrews, Sydney, Tasmania, Wisconsin, and Yale.

It was decided that these replies should be distributed amongst the members of the Committee for summary and analysis.

The meeting then adjourned.

WESTERN AUSTRALIA.

ROYAL COMMISSION ON ESTABLISHMENT OF A UNIVERSITY.

REPORT.

TO HIS EXCELLENCY,

SIR GERALD STRICKLAND, K.C.M.G., Count della Catena, Governor in and over the State of Western Australia and its Dependencies, etc., etc.
May it Please Your Excellency,—

In pursuance of a Commission issued on January 6th, 1909, we have the honour to submit to Your Excellency the following report, with evidence given by witnesses and appendices of documents.

The enquiries of the Commissioners were directed by their Commission towards the following matters:—

- (a) As to the constitution and form of government of such University.
- (b) The Professors and other University Officers to be appointed at the outset, at what salaries and under what conditions.
- (c) The courses of study to be undertaken.
- (d) The fees to be charged to students.
- (e) The buildings that would be required, and the most suitable arrangement with regard thereto.
- (f) The estimated cost with regard to:—(1) Initial expenditure, and (2) annual expenditure.
- (g) The estimated revenue, and
- (h) Generally to make such recommendations as to you may seem fit in connection with the foundation and establishment of a University.

All these questions will be found dealt with in the report. The first meeting of the Commission was held on February 11, 1909. Since its appointment the Commission has held nine meetings, and has also met as a Committee upon three occasions. The attendances of members have been as under:—

Committee. Commission.

Dr. Hackett	0	9
Bishop Riley	3	9
Mr. Andrews	3	9
Sir Walter James	1	4
Bro. Nunan	3	1
Mr. Briggs	3	9
Mr. Bath	2	8
Mr. Allen	2	9
Mr. Cooke	0	6
Dr. Saw	1	3
Dr. Smith	3	8

OPINIONS.

Before proceeding to deal with the matters laid down for their consideration, your Commission desires to place before you some quotations from recent sources of recognised experience showing how great a part a modern University plays in the development of the Community; and further to give shortly the history of the University movement both in Australia generally and in this State.

Our conception of a University has changed. University education is no longer regarded as the luxury of the rich, which concerns only those who can afford to pay heavily for it. . . . Science is now one of

the greatest necessities of a nation; and our Universities must become as much the insurers of future progress as battleships are the insurers of the present power of states. In other words, University competition between states is now as potent as competition in building battleships; and it is on this ground that our University conditions become of the highest national concern. . . . Men of science, our leaders of industry and the chiefs of our political parties all agree that our present want of higher education—in other words, properly equipped Universities—is heavily handicapping us in the present race for commercial supremacy, because it provides a relatively inferior brain power, which is leading to a relatively reduced national income.—Sir Norman Lockyer, 1903.

It is the function of a University to furnish men with the means of becoming what it is their duty and their privilege to be.—Professor Huxley.

Universities ought to provide a cheap education. Further, they ought to provide a practical education, that is to say, all sorts of professional and technical as well as general liberal instruction.—Right Hon. James Bryce.

In order to provide a liberal education the term liberal must apply in the fullest sense to the institution itself. It must afford such assistance to poor students of good character and capacity as may enable them to secure a full proportional share of the opportunities it offers, and it must be so amply endowed as to maintain varied, disinterested, and able instruction in every important branch of learning. Moreover, its life must be recognised as an integral part of the life of the State.—Professor Charles Eliot Norton, of Harvard University.

A direct connection has been shown to exist between the industrial condition of a country and the attitude of the country towards University work.—Principal Remsen, of John Hopkins University.

The ground of truth and reason on which all law must rest is not only the business but the one supreme business of a University. Look at the German Universities, which on small endowments have, in every field of human knowledge, done more for the extension of truth and culture during the last hundred years than all other academical institutions put together.—"Editor."

The rise of these great (the State) Universities is the most epoch-making feature of our American civilisation, and they are to become more and more the leaders, and the makers, of our civilisation. They are of the people. When a State University has gained solid ground, it means that the people of a whole State have turned their faces towards the light, it means that the whole system of State schools has been welded into an effective agent for civilisation.—By H. S. Pritchett, "Atlantic Monthly," June, 1910.

The Universities, or establishments in close connection with the Universities, ought to be the true training places of the teachers. . . . The Universities ought to be the very intellectual centres of the nation, the centres from which emanate light and leading in almost every walk of life, and most of all in our educational system. . . . The double aim of the German University system—pure culture on the one hand, and on the other the application of the highest knowledge to commercial enterprise—is a growing feature of German life.—Rt. Hon. R. B. Haldane.

HISTORY OF THE UNIVERSITY MOVEMENT IN AUSTRALIA.

The history of the University movement in Australia dates from 1849, when, at the instance of W. C. Wentworth, the New South Wales Legislative Council appointed a Select Committee "to consider and report how best to institute a University for the promotion of literature and science."

This committee recommended the establishment of a University with a permanent annual endowment of £5,000, but no decisive steps were taken until the following year, when the Act of Incorporation of Sydney University was passed and the first Senate was appointed.

A Royal Charter was granted in 1858, and women students were admitted to certain privileges in 1881. The University originally only possessed three professorships, but now contains 15 professors, 3 assistant professors, and 80 paid lecturers and demonstrators, in addition to 6 who act in an honorary capacity.

Stimulated by the example of the mother colony, Victoria then turned its attention to higher education, and the University of Melbourne was established by Act of Parliament in 1853. A site for buildings was also set aside by the Government, and the foundation stone of the University was laid in July, 1854, the building being formally opened in April, 1855. By Royal Letters Patent issued in 1859 its degrees are, like those of Sydney, declared of equal status with those of any other University in the British Empire. Women students were admitted to the privileges of the University in 1881. The institution, which began in 1855 with only two schools—Arts and Law—has now a staff of 15 professors and 56 lecturers and demonstrators, exclusive of the Conservatorium of Music, erected through the munificence of the Hon. Francis Ormond, which has a staff numbering 18.

In the matter of private bequests and donations, Sydney and Melbourne Universities have both been especially fortunate. Some of these have been of almost princely magnificence, and have been given both for purposes of building and equipment, and for providing general revenue. In the case of Sydney, mention may be made of the Russell Engineering bequest of £100,000, the Fisher Library bequest of £30,000, and the Challis bequest for general purposes of property now valued at £268,224. In Melbourne the Wilson Hall was erected by Sir Samuel Wilson at a cost of £30,000, and the Chair of Music endowed with £20,000 by the Hon. Francis Ormond, who, in addition, built the Ormond affiliated College at a cost of over £100,000. Besides these there are the Stewart, the Hastie, and the Dixon bequests for scholarships and other purposes, which amount to £55,000.

The University of Adelaide was established by Act of Parliament in 1874. Its origin was largely due to the munificence of Sir Walter Watson Hughes and Sir Thomas Elder, the total gifts of the latter amounting to nearly £100,000. The academical work of the institution was commenced in 1876, and the University

buildings were opened in 1882. In 1881 Royal Letters Patent were issued placing the degrees of the University upon the same plane as those of other British Universities. The Elder Conservatorium of Music was opened in 1898.

At first there were only 4 professorships in the University, but the present staff consists of 9 professors and 25 lecturers, exclusive of the staff at the Conservatorium, which numbers 10. At its inception the University received an endowment grant of 50,000 acres, but this has recently been repurchased by the State. The Parliamentary grant consists of 5 per cent on the capital value of the endowments, provided that amount does not exceed £10,000 in any one year.

It is interesting to note that the Adelaide University was the first Australian University to grant degrees to women, the power to do so being conferred by Act of Parliament in 1880.

The Act to establish the University of Tasmania was passed in 1889, and the University was opened in 1891. Owing to the lack of funds, the institution has not been able to make as much headway as the other Australian Universities, but it at present possesses a staff of 3 professors and 5 lecturers. Since 1906 the Zeehan School of Mines and Metallurgy has been affiliated with it.

The latest development of University education in Australia is the University of Queensland, which was established by Statute of the State Parliament at the end of last year, with an annual grant of £10,000, in addition to a provision of £3,500 yearly for the purpose of scholarships, and a sum of £50,000 for initial expenditure. Arrangements are now being made so that the actual work of the institution may commence in March of next year.

The income from all sources—Government grant, fees, and endowment—of each of the Australian Universities at the present time may be approximately summarised as follows:—

Sydney	£53,524
Melbourne	46,325
Adelaide	24,230
Tasmania	5,666

HISTORY OF THE UNIVERSITY MOVEMENT IN WESTERN AUSTRALIA.

The movement in favour of establishing a University in Western Australia may be said to have been in the air for many years past, but the actual steps towards a consummation have until very recently been few. The earliest definite step was taken in February, 1898, when the Adelaide University Extension Committee was formed. From that time until the present Adelaide University in co-operation with this Committee has held examinations regularly for the Junior, Senior, and Higher Public certificates, and for a portion of the degree work in various branches of learning. Adelaide University in this way has done much to bridge the gap that existed in our educational system, so far as the examining side is concerned, through the absence of a local university. But, whilst every credit must be given to Adelaide, to the authorities of which the warmest thanks of Western Australia are due for the assistance thus rendered, it is felt that Western Australia has now reached the stage where more is required than examinations—the stage where, if education is to be effective, there must be that higher teaching in Literature, Science, and Art that a University alone can supply. By the affiliation of our Technical School, Adelaide has in some measure endeavoured to help us

in this direction also, but that help necessarily falls very far short of the full measure of our requirements.

In addition to the work of carrying out examinations, the Extension Committee has taken in hand the delivery of public Extension Lectures, and has succeeded in arranging annually for some years past a series of lectures by Professors and Lecturers of proved ability and standing in Great Britain and the Eastern States. Lectures of a similar character have also been arranged by the Swan River Mechanics' Institute (now the Perth Literary Institute) and other bodies.

The question seems not to have been mooted in Parliament until 1901, when a motion advocating the establishment of a University was brought forward in the Legislative Council. The motion was discussed at length, and was ultimately, after amendment, adopted in the following terms:—

"That this House is of opinion that the advisability of at once establishing a University or University Institute demands, in the best interests of the State, the immediate consideration of the Government."

No further steps were taken until 1904, when Parliament passed an Act creating a University Endowment Trust, and granted to the Trustees under that Act about 4,000 acres of suburban lands, and some other blocks in various parts of the country, as the nucleus of an endowment for a University.

In 1906 the University Graduates' Union was founded with the object of banding together the University men who were resident in Western Australia, and thus in some measure endeavouring to educate public opinion in favour of a University.

In the same year advantage was taken of the presence of Dr. Hill, Master of Downing College, Cambridge, who had come out under engagement to the University Extension Committee, to hold a public meeting in Queen's Hall for the purpose of discussing the question of a University. At this meeting, held in September, 1906, at which Dr. Hackett presided, the following resolution was passed on the motion of the Bishop of Perth, seconded by Dr. Hill:—

"That this meeting records its opinion that the time has come when a University should be established in Western Australia."

The meeting further pledged itself to support the movement, and requested the Endowment Trustees and the Extension Committee to act in conjunction in the matter.

In June, 1907, a deputation from the University Graduates' Union waited upon the Minister for Education, and urged that a charter be granted for an examining University. The Minister expressed himself as favourable to the idea, but suggested that the Union should consult with the Endowment Trustees. The result of such consultation was that the idea of a merely examining University was abandoned, as it was felt that a teaching institution should be the goal towards which all efforts should be primarily directed.

In the following month, a sub-committee of the University Extension Committee, which had been considering the question, brought in a report advocating as a fundamental principle that the University should be a teaching as well as an examining body.

Further action was taken in the beginning of 1909, when, on February 5th, the Government appointed a Royal Commission charged to report to His Excellency the Governor "upon the question whether the time is opportune for the establishment of a University in this State," and, if so, upon various matters in connection therewith.

INSTRUCTIONS FOR REPORT.

The trend of the deliberations of the Commission and the opinion it formed may be best gathered from the instructions which the Sub-Committee received for the preparation of their report. These instructions were as follows:—

Resolved:—

No. 1. That in the best interests of education and of the State it is advisable that a Western Australian University should be established without delay.

No. 2. That the Constitution of the University should, as far as possible, conform to the type adopted by the Universities of the Eastern States, but with such amendments as will bring it into full accord with modern and liberal requirements. For the government and regulation of the new University the Commission recommends the scheme set out in the draft bill herewith appended.

No. 3. That in all respects the members of both sexes shall enjoy equal facilities, rights, and privileges.

No. 4. The Commission favours the view that the University should be free to all students, and suggests that if fees are found to be necessary these should be on the lowest possible scale.

No. 5. That Faculties should be formed in Arts, Science (pure and applied) Law, and perhaps Music, and at a later stage in Medicine and Surgery. That in the division of Applied Science, courses of study in Agriculture and Mining should be undertaken at the outset, and that, although it may not be possible for some time to institute a full course in Medicine, early opportunity should be taken to grant diplomas in Dentistry, and Veterinary Science.

No. 6. That the University should receive the same subsidy as that given to Queensland University, viz., £10,000, exclusive of any grant for scholarships.

If these instructions are taken and elaborated in their order the various matters which your Commission was charged to enquire into will be found to be more fully dealt with.

ESTABLISHMENT OF A UNIVERSITY.

No. 1. That, in the best interests of education and of the State, it is advisable that a Western Australian University should be established without delay.

Your Commission is unanimous in this opinion. Western Australia is the only considerable member of the white dominions of the Crown without a University. Indeed, every civilised State in the world save our own can now boast of having some such help for its people. In America it is said that the capitalised funds of the University endowments increase by many millions sterling annually. It is looked upon as the fountain of direction and inspiration for every national system of education. In the United Kingdom so keenly is the need for University extension realised that there are now close on a score of working Universities, and of these nearly one half are the product of the last few years. For our purpose these latter are every way interesting and instructive. The new British University and its kin stand high among the educational successes of the present day. Penetrated with the modern spirit, they are achieving a memorable

work in all directions—a work, social, commercial, industrial, and defensive. No one can fail to recognise that the world's leaders of the future will come from those who stand highest in their command of the subjects in which the modern University has been established to give advanced instruction. The University should be the natural head and keystone of our educational development. There is scarcely a branch of instruction in the primary schools, and of the secondary schools still more is it true, which ought not to lead up to and finally merge into the fuller educational life it is the function of the University to call into existence. Whether on the side of original enquiry, or by spreading the knowledge of the literary stores of past ages, or in familiarising us with the discoveries and thoughts of others, the business of the latter day University is to develop the best faculties of the human mind. It is its work to place in the forefront the most thoughtful, the most apt, and the most aspiring of the nations of mankind.

In Western Australia the argument for the immediate establishment of a national University stands practically without answer. If we compare our own present position with that of the sister States of Australia at the time their Universities were founded, with one exception the advantage rests with Western Australia if we take population, revenue, and national development into account. The following are the figures:—

	Population.	Revenue. £
1851. New South Wales...	197,000	400,000
1856. Victoria...	338,315	2,728,656
1870. South Australia...	188,915	564,640
1891. Tasmania...	145,290	678,909
1910. Western Australia...	285,000	3,365,000

To compare the revenue of Western Australia at the present time with the revenues of the Eastern States the time of the establishment of their Universities as given above would be to a great extent misleading. Railway development and other works of a reproductive nature were then in their infancy in New South Wales, Victoria, and South Australia, and consequently the gross revenues were not swelled by the earnings of these branches of State industry. If, however, we deduct from the revenue of Western Australia the amount of about £1,800,000, representing the working cost of reproductive works, such as the Railways, the Goldfields Water Supply, the State Batteries, and the Fremantle Harbour Works, our financial condition will still compare more than favourably with that of the other States at the time when their Universities were established.

ADVANTAGES TO WESTERN AUSTRALIA.

To Western Australia the gain of a University founded on wise lines would be of a special character. The latest of the Australian States, to enter upon a career of strenuous development, she finds herself possessed of unusual advantages. The natural wealth at the behest of the miner and metallurgist, the farmer, the fruit-grower, the viticulturist, the technologist, and the like is quite immeasurable. But the great bulk of the youth of this State, male or female, cannot afford to leave Western Australia to reach higher grades of instruction in these subjects. The well-to-do can send their sons and daughters either to the Universities of the Motherland, or to those that have risen more recently in the east. The University of this State, however, while admitting all, must have particularly in view to help the sons and daughters of the working man, and of those of limited means wherever these are to be found. These students and the teaching in the useful arts form the special considerations in the

new departure. But at present not only is advanced instruction in practical subjects unprovided for, but the study of ancient and modern tongues and of their matchless contributions to the learning and cultivation of the world, is cut short half way. When a boy leaves the secondary school in Western Australia he has small chance of climbing higher if he elect or is compelled to remain in this State. This state of things presses even more severely upon our girls. Numbers of these in possession of sufficient capacity and leisure would readily further follow up their literary or scientific studies if only the way was opened to them. Who can say how much the community has lost by the shutting up of the avenues of higher education to receptive and ambitious spirits who suddenly find themselves before a closed door, where they may knock but will find none to open.

It may be pointed out that so much has been done already for education in this State by the wisdom of successive Parliaments that the task of founding a University has become a comparatively simple, easy, and inexpensive one. Many of those adjuncts which are necessary for the equipment of a University are already in existence. We have secondary schools, technical schools, a mining school, a museum, libraries and art gallery, agricultural and farming schools, zoological gardens, public health laboratories, an observatory, to which may be added an organised system of University examinations throughout the State. It is worth remarking that the absolute gap left by the want of any provision for the higher grades of education contrasts singularly with the liberality, enterprise, and success with which the admirable system of primary schools have been so long associated in Western Australia. The foundations having been laid so well, it is remarkable that the higher courses of the educational structure should have been so long left wanting if they have not been wholly forgotten.

CONSTITUTION.

No. 2. That the Constitution of the University should, as far as possible, conform to the type adopted by the Universities of the Eastern States, but with such amendments as will bring it into full accord with modern and liberal requirements. For the government and regulation of the new University the Commission recommends the scheme set out in the draft bill herewith appended.

The answers from the American Universities, the constitutions of the modern Universities which are being spread over the United Kingdom, and lastly the constitutions of the Universities of the Eastern States were all taken into careful examination. The Commission had no doubt as to the model which should be followed. In combined simplicity, effectiveness, and closeness of touch to ourselves, the Universities of Eastern Australia stand unexcelled. This is the type of University which is recommended for adoption. In certain respects where the present proposals differ from the pattern so long established in the east, the Commission has adopted for the governing and regulation of the new University the model which is just entering upon its work in Queensland, and which in many ways is the most liberal and most in accord with modern requirements. In adopting a double-chambered constitution the Commission has followed the example of the older Australian Universities. The primary Chamber—in the draft Bill called the Senate—is like these invested with the executive power and right of initiating legislation, while the secondary Chamber—designated Convocation—forms an electoral constituency for the majority of the members

of the Senate, and at the same time a Chamber, of review for the proposed legislation of the latter. It is suggested that the Senate should consist of 18 members, one-third to be elected by the State, and two-thirds by Convocation. A large element of Government nominees was thought to be fair as well as desirable, but a larger proportion than one-third it is conceived would tend to lend a political complexion to the Chamber. In addition to the ordinary members of the Senate, the Vice-Chancellor is given a seat and voice but no vote, it being felt that his presence might be in a high degree useful but that as the executive servant of the Senate it would be a mistake to confuse relationships by giving him voting power.

Convocation is chiefly formed from the graduates of the Western Australian and other Universities. But in forming the constituents of this Chamber a new principle was adopted, borrowed from Queensland. In addition to those who have had University and academic experience, it is enacted that commercial, industrial, scientific, or educational societies, institutions, or associations, within the State, which have at least fifty bona-fide members, shall be entitled to send each a representative to Convocation. It is further provided that these bodies, to entitle them to representation, must make an annual contribution to the University of not less than £10, and shall have made this contribution for two years immediately preceding. These provisions were introduced in order to secure Convocation against abuses, which would be injurious to the working of the University. It is also provided that any person who contributes at least £100 to the University shall be a member of Convocation. It is hoped by these provisions that the interest of these societies and institutions, as well as of men of means, will be secured on behalf of the work of the new body. It is also enacted that the undergraduates may form a Guild, and this Guild, which should practically include the whole body of undergraduates, shall be entitled to appoint a representative to the secondary Chamber.

EQUALITY OF SEXES.

- No. 3. That in all respects the members of both sexes shall enjoy equal facilities, rights, and privileges.

The Commission sees no reason for establishing any distinction whatever between the two sexes, either as regards education or the administration of the University. For this reason, not only has it interposed no obstacle to both sexes enjoying the full educational privileges of the University, but women are permitted, if occasion should call upon them, to take part in the labours of both Senate and Convocation.

FEES.

- No. 4. Your Commission favours the view that teaching in the University should be free, and suggests that, if fees are found to be necessary, they should be on the lowest possible scale.

The whole question of demanding or of not demanding fees for teaching is one of no little difficulty, and in making this recommendation your Commission feels that the matter is one that deals with so important a principle and so closely affects the finances of the University and the annual amount that would be required from the Government for upkeep, that the settlement of it ought rather to be left to Parliament.

Your Commission desires therefore to state the case from both sides, that Parliament may be supplied with the facts necessary for arriving at a decision.

The main object of the establishment of a University in the State is to raise the standard of education and

knowledge, and not merely to turn out every year a number of scholars and experts in Literature, Science, Art, or Technology. If the influence of the University is to be far reaching and effective for good it should attract as many students as possible. To attract these students we require good teachers and good apparatus, and, above all, that the University shall be of such a character that its degrees will bring honour to those who win them.

All this cannot be obtained without money, and fees help to provide the requisite funds. On the other hand, fees may have the effect of keeping out of the classes young men and women of intelligence and ambition who would benefit the State if they could utilise the opportunities for study which a University affords. It is in order to help this class, a large one in the community, who are unable through lack of means to forego the chance of earning money to support themselves during the years they would like to devote to study, that the Commission favours the idea of free teaching, if the funds of the University permit its being given.

On the other hand it is a well known truth that what costs nothing is often valued at that rate and is not sought after.

But again as regards America, the Director of Education in N.S.W. in a Report on Education in America, says: "In America. . . the State Universities charge no tuition fees. A free University is considered essential in a democracy."

If, unfortunately, the revenues at the disposal of the State should prevent the recommendation of the Commission in favour of free instruction from being carried out, then it is suggested that the fees should be fixed at as low a figure as possible, and some provision made so that those who are unable to pay even a small amount shall not for that reason only be debarred from the privilege of continuing their studies.

In advocating free teaching, your Commission is of opinion that there are two phases of the question that require particularly to be brought before you. (a) The fact of fees not being charged would make the financial burden of the University upon the State somewhat heavier. For the first two or three years it is not expected that this would amount to much more than £1,000, but it must be recognised that it will represent an ever-increasing sum, and in a few years would probably reach many times that amount. (b) In the next place it would serve to direct attention to the fact that the ideal condition is free education from the primary school to the University, and would in all probability be the means of creating a demand that teaching in all Continuation Schools, Technical Schools, and Schools of Mines should also be free. In the year 1909 these fees, according to a return supplied by the Director of Technical Education, amounted to £3,840, and it is estimated that for 1910 they will reach nearly £5,000. While expressing itself, therefore, in favour of a free University, your Commission feels that it is compelled to draw attention to the far-reaching results that may follow this suggestion being carried into effect.

All this concerns only the State's relation to the question. Its probable operation on the non-State Secondary Schools, while of the utmost importance to the work and even existence of these institutions, lies outside the scope of the labours of your Commission.

FACULTIES.

- No. 5. That Faculties be formed in Arts, Science (pure and applied), Law, and perhaps Music and at a later stage in Medicine and Surgery. That in the division of Applied Science

courses of study in Agriculture, Mining, and Engineering should, in the opinion of your Commission, be undertaken at the outset, and, whilst it may not be possible for some time to provide for a full course in Medicine, early arrangements should be made for diplomas in Dentistry and Veterinary Science.

Your Commission considers that details of subjects may properly be left to the Senate to arrange by Statute, but urges that instruction should be given at once or in the near future, in as many of the subjects set out below as may be found practicable:—

Agriculture, Architecture, Astronomy, Biology, Botany, Chemistry, Commerce, Dentistry, Education, Electricity and Electrical Engineering, Engineering, Fine Arts, Forestry, Geology and Palaeontology, Greek, History, Latin, Law, Logic, Mathematics, Medicine and Surgery, Mental and Moral Philosophy, Mineralogy, Mining and Metallurgy, Modern Languages and Literature, Music, Pharmacy, Physics, Political Economy, Political Science, Sociology, Technical Arts, Veterinary Science, and such others as the Senate may determine.

Your Commission suggests that at the establishment of the University four Professors should be appointed, in addition to the Chair of Agriculture which Dr. Hackett has undertaken to endow, and recommends that these should be:—

Professor of Modern Literature and History.
Professor of Mathematics and Physics.
Professor of Chemistry.
Professor of Engineering and Mining.

In the opinion of your Commission certain Lectureships will also be required, in addition to the Professorships suggested. Your Commission considers that, in Classics, a Lectureship will at the outset be sufficient for the needs of the State. At first it may not be possible to cope with all the subjects mentioned, but in the early stages of the University these subjects may to a large extent be brought together into groups, with a Lecturer for each group. In this way economy may be secured, and at the same time a wide scope given to the work of the Institution. The number of Lecturers will depend very much upon the amount of funds at the disposal of the Senate, but in the opinion of your Commission there would need to be at least five of them established from the beginning. This question needs great consideration before it is dealt with, as it must be, by University Statute, and must be subject to suggestions and advice obtained at a later stage.

INCOME AND EXPENDITURE.

No. 6. That Parliament be asked to provide the sum of £10,000 annually for the purposes of the University, and an additional £2,000 for the purpose of providing Scholarships and Exhibitions, but that if it is decided that the teaching in the University shall be free, then that Parliament be asked to increase the annual grant to an extent sufficient to cover the estimated loss that would accrue through fees not being charged.

In making this recommendation, your Commission feels that it is necessary to give some estimate of the probable annual income and expenditure in order to show how the recommendation has been arrived at. The figures, while based upon such information as your Commission has been able to secure, must necessarily be approximate, and in a large measure conjectural.

INCOME.

The income of the University for some time after establishment will, of course, depend almost wholly upon the grant made by Parliament. The Endowment lands cannot be expected to return large revenues for many years, and private contributions to the funds will be a matter of very gradual growth. Certain revenue may be secured from class fees, if these are to be charged, but your Commission does not consider that this would average more than £1,000 a year during the early years of the University's existence. For the purpose of forming an estimate fees have been taken into consideration, it being understood that if Parliament decides in favour of a free University that decision should involve an increase in the grant.

Your Commission therefore estimates the initial revenue to be, approximately, as under:—

Parliamentary Grant for general purposes ...	£10,000*
Parliamentary Grant for Scholarships ...	2,000*
Class Fees from students ...	1,000
Income from Endowment Trust ...	450
Degrees ad eundem, Fees for ...	100
Contributions from Societies, Associations, and Institutions ...	100

Total ... £13,650

* Note.—In Queensland the amounts granted are:—

Parliamentary Grant for general purposes... £10,000
Parliamentary Grant for Scholarships ... 3,500
and, in addition, the sum of £50,000 was voted for initial expenditure.

EXPENDITURE.

In estimating the expenditure, the question of the administrative staff needs to be considered. Your Commission is of opinion that the following officers would be necessary at the commencement, and suggests the salaries set opposite to them:—

Vice-Chancellor...	£800
Secretary and Accountant ...	300
Clerk...	180
Library Assistant...	180
Porter...	156
Messenger ...	60

Total ... £1,676

As regards the teaching staff, in addition to the Professors and Lecturers, Demonstrators and Attendants would be required for laboratory work in Science and Technology, and your Commission therefore suggests the following teaching staff, with the salaries set down:—

4 Professors at £800...	£3,200
5 Lecturers at £400 to £600 ...	2,200
3 Demonstrators at £200 ...	600
3 Laboratory Attendants at £150 ...	450

Total ... £6,450

The total annual cost of the University would therefore, in the opinion of your Commission, be, approximately, as under:—

	£
Administrative staff (as above) ...	1,676
Teaching staff (as above) ...	6,450
Scholarships, Exhibitions, and Prizes (some tenable for three years)...	2,000
Rent ...	750
Books ...	750
Laboratory appliances and material...	750
Services—Lighting, fuel, water, etc. ...	500
Incidentals—Examination expenses, printing, stationery, advertising, and unforeseen expenses ...	1,000

Total cost ... 13,876

In connection with these estimates the following points are to be noted:—

- (a) The Chair of Agriculture has not been taken into account in estimating either revenue or expenditure.
- (b) In the amount of £2,000 for scholarships is included the sum of £900 at present expended by the Education Department on University Exhibitions, apart from the Rhodes Scholarship.

The sum set down may at first sight seem large, but to show how great a part the question of scholarships plays in University development, your Commission would point to the evidence of Professor Naylor, who stated that from 40 to 50 per cent. of the students in his classes held scholarships or bursaries.

INITIAL COST.

This would be determined largely upon the policy of the Government with regard to buildings.

Even, however, if no permanent buildings should be erected at the outset, it would still be necessary to provide fittings and furniture, to equip laboratories, to procure scientific and technical appliances, and to establish the nucleus of a University Library—all of which would be required at the very commencement of operations.

BUILDINGS.

The Commission is not prepared to make a definite recommendation as to its housing. For the present, it is clear, Professors, Lecturers, Examiners, and Students will have to be content with temporary and provisional arrangements, but the allocation of a site and the commencement of permanent buildings cannot be too early arranged. A building of the size of the Technical School, in St. George's Terrace, or the Continuation School, in Thomas Street, ought to be sufficient for the earlier stages. Three sites have been suggested to the Commission—Government House, Parliament Buildings, and a site near the Subiaco railway station. Of these, the building ground at Government House, even if it were procurable, is altogether too limited in extent. A narrow strip of clay bank is all that would be available for the University buildings, while the site could only be extended by making use of the swampy and unhealthy flats that extend along the foreshore of the river. As regards the Parliament House site, the proposal to utilise it for University purposes only becomes practicable if it should be decided that the cost of completing the Parliament House, and the size of the building would be beyond the means and needs of this State as years go on. The advantages offered by this site are as obvious as they are numerous and important. If, indeed, within a measurable time a strong likelihood were to arise of a smaller Parliament House being built nearer the centre of the city, the present building could be used with so much advantage for University purposes that the question of the dedication of this fine and, from the students' point of view, most convenient site, might well be entertained. If this be ruled out as impracticable, the site the Commission is disposed to recommend would be one in close proximity to the railway station at Subiaco. One great recommendation of this site is that the full amount of land required for the objects of a University, say, 80 to 100 acres, could be readily secured. The greatest objection to the Parliament House site is that the area does not exceed 13 acres. In this case the remainder

of the land required for the University as it expands would have to be found elsewhere. The site at Subiaco has many claims to consideration. Not only is a sufficient extent of land available in one block, but the ground is fairly level. It is easily accessible by rail or tram, and those student residents at Fremantle and in the suburbs lying between Fremantle and Perth would be fully accommodated. It is probable that arrangements could be made for reduced fares to University students throughout the State.

GENERAL.

As regards conditions of appointment and tenure of office of Professors and other officers of the University, your Commission considers that matters of such character may more properly be left to the Senate, when constituted, and that nothing ought to be done at present that would appear to restrict the field of choice or in any way tie the hands of that body. It may be mentioned here once more that all Statutes of the Senate are subject to the approval of the Governor in Council.

The Commission recommends that arrangements be made for evening classes in addition to the usual day lectures, so that students precluded from attending lectures in the day time may by this means be enabled to secure the advantages of the University.

And further, that steps be taken as soon as practicable after the establishment of the University to extend its privileges to those who, by reason of distance or other difficulties, are unable to attend any course of lectures at the University itself.

CONCLUSION.

Your Commission desires to record its sense of the work done by the Hon. Secretary, Mr. Battye, to whose willing industry, coupled with his special means of obtaining information, the Commissioners and the report are alike much indebted.

The thanks of your Commission are also due to those Universities which sent replies to the enquiries addressed to them. Especially does the Commission feel obliged for the ample and interesting information furnished by the Universities of Wisconsin and Cornell. The knowledge and advice of these bodies must prove of much advantage once the Western Australian University begins to move in its career. Grateful mention should be made of the services of Professor Stanley Gardiner, as well as of those gentlemen who gave us in person the benefits of their judgment and experience.

In concluding this report of its work and recommendations, your Commission desires to once more emphasise its earnest hope that the result of its labours may be the early establishment of a people's University for the western third of the Commonwealth. We need, no country needs it more, a home of higher learning and instruction which shall respond, so far as its means permit, to the calls of a million square miles of Australian soil. Is it not time to wipe away a reproach which among the progressive self-governing possessions of the Empire can now be levelled at Western Australia alone? Your Commission wishes that the gap be closed which divides us in this respect from the rest of the Commonwealth, and the noble primary system of free education we already enjoy extended and perfected, so that our children may be able to gather at will the fruits which grow on the upper branches of the Tree of Knowledge. We cannot afford to throw away the opportunity now at our doors which should permit us to develop by the same instrument alike the resources of the State and the faculties of its people.

All the foregoing matters we have the honour to submit for Your Excellency's consideration.

Given under our hands and seals this 8th day of September, 1910.

J. W. HACKETT.
C.O.L., PERTH.
CECIL ANDREWS.
WALTER JAMES.
HENRY BRIGGS.
THOMAS H. BATH.
F. B. ALLEN.
W. ERNEST COOKE.
ATHEL J. H. SAW.
JAMES WALTER SMITH.

Commissioners.

JAS. S. BATTYE,
Hon. Secretary.

ADDENDUM.

On the motion of the Rt. Rev. Dr. Riley, Bishop of Perth, the following resolution was agreed to, and ordered to be inserted at the conclusion of the Report:—

"That the thanks of the Commission be hereby given to the Chairman, Dr. Hackett, for his splendid example and citizenship in offering to provide an endowment for a Chair of Agriculture."

C.O.L., PERTH.
CECIL ANDREWS.
WALTER JAMES.
HENRY BRIGGS.
THOMAS H. BATH.
F. B. ALLEN.
W. ERNEST COOKE.
ATHEL J. H. SAW.
JAMES WALTER SMITH.

Commissioners.

APPENDIX I.

University Commission Examination of Professor McCallum, of Sydney.

The CHAIRMAN: I may congratulate myself on being back amongst you once more. The object of this gathering, I take it, is for the purpose of examining Dr. McCallum, who has been good enough to come here and give us the information we desire. I want to call your attention to the fact that you authorised me, during this recent trip of mine to England, to investigate as far as I could the Constitution and system generally of the Universities in England, especially the newer ones, those that we hope to take as a type for our own example. I am sorry to say that I was seized with an attack of gout, and, moreover, my time was so fully occupied that but little opportunity was left me to make the inquiries you desired. I was able, however, to make myself personally acquainted with a good deal of what goes on at Sheffield, Manchester, and Belfast, which are three very fair examples of modern Universities. Unfortunately I was not able to go to Birmingham, having made arrangements which occupied my time in another way. But I hope, if you will allow me, to put the results of my inquiries in the shape of a report. I have not had time to prepare it for this meeting, but I shall do so at an early date. I think we should now take steps to drive the machine ahead and keep it moving until we reach our end, whatever that end may be, fortunate or unfortunate. I understand that an arrangement was made for digesting certain reports and documents that we have received from various universities, and which were distributed. Already two of these have been returned.

The Right Rev. BISHOP RILEY: Mine will be available as soon as it is wanted. On the occasion of my recent visit to England I went through Birmingham, Liverpool and Manchester universities, so I know something about them.

The CHAIRMAN: I heard of you at Manchester. I could not get to Liverpool, much as I wanted to go. As soon as these documents are received I think the Commission might be called together, and then I fancy we will be able to make good progress. Mr. McCallum has been good enough to come here this afternoon to help us on with the object we have in view, by giving what information he may think of value with reference to the Sydney University.

Dr. McCALLUM: I do not much like making a statement because my information about the circumstances of Western Australia is necessarily so extremely superficial.

The CHAIRMAN: Perhaps, Doctor, if you will commence with the genesis of the Sydney University you might then tell us how it started, how it developed, and what you think of the Constitution and of the amendments they have made, and what amendments you think would be advisable in our case.

Dr. McCALLUM: With regard to the Sydney University I think the information is of some importance to you. You are aware that the Bill for the establishment of the University was introduced in 1849 by Wentworth, and at that time the population of New South Wales, inclusive of the Port Phillip District, was 236,000; exclusive of the Port Phillip District—and I think we have a right to exclude that—it was only 187,000.

When the University was actually begun in 1851 the population of New South Wales was 199,000, that is a smaller population than you have now. I think at the end of 1907 your population was 261,000, and now is 271,000. Now you have a considerably greater population than New South Wales had when it made a start, and then, of course, it is almost impossible to compare revenues; still, the discrepancy is great. When that Bill was introduced in 1849 New South Wales had a revenue of £375,000, that was all. When the University was started it was £506,000, that was in 1851; at the present time Western Australia has a revenue of £3,376,000. I know your expenditure is far more than the expenditure of New South Wales was at that time; still, making allowances, the moral seems to be that there is no reason why you should not begin as we began. Admitting your greater expenditure, the fact remains you have rather more than eight times the revenue which New South Wales had when it began.

The CHAIRMAN: You do not remember the figures published in respect to Victoria and South Australia. I believe they are even more favourable to us? —No, I had them once and I tried to look them up for you, but was not able to do so; but I fancy that so far as Victoria is concerned the results were somewhat similar, while South Australia is more in your favour. If I may be allowed to say so, I should rather recommend your beginning at once on a somewhat larger scale than prevails in Tasmania.

The CHAIRMAN: In respect to the curriculum or the Constitution?—I am speaking of a University basis as such. Tasmania began in too small a way, and the fact has always been prejudicial to it since. To my mind it ought either to have begun with a somewhat bigger vote or else to have waited until it got a bigger vote.

The CHAIRMAN: What was the vote, £4,000?—It was £3,000, I think. The vote with which we began in New South Wales was £5,000, and I do not see myself how you are to have a satisfactory University with less than that amount. I should have thought that just precisely at the start an extra £1,000 would make all the difference in the world.

The CHAIRMAN: Do you remember what Queensland proposes?—I do not think that is by any means settled yet.

The CHAIRMAN: Perhaps not, but the Bill brought forward by the Government suggests £10,000.

The Rt. Rev. BISHOP RILEY: What do they get for their £5,000?—Three professorships and some lectureships. I am afraid I cannot say how many lectureships, but the three professorships are classics, mathematics, and physics and chemistry. I myself, for various reasons which I am ready to give when asked for, would recommend this.

The CHAIRMAN: Why?—For one thing, the great difference in the condition of things now as compared with 1851. At that time Australia was, in a sense, much further from the old country, and the people at Home knew less about it, and it had less of a recognised position. That is to say, in those days, when gentlemen were asked to come out here to the

Colonies, they were practically asked to expatriate themselves, and not only to break a number of very binding ties, but to give up entirely, or in part, some of the prospects they may have had of pushing their original work; they had to devote themselves merely to teaching, and, as they anticipated, teaching of an extremely elementary kind. Things are very different now. Australia is nearer Home, more is known about Australia, and it is recognised far more than it used to be, even when I came out, as a desirable place in which to live. The result of this is that nowadays you can look forward to getting at a lower figure men as good as those who used to come out. There is another thing. In Australia itself, and in New Zealand, there are various persons who in various ways are highly eligible for professorships. They are men who have taken very high honours in Universities at Home; they are attached to the different Universities and colleges, they are either Australian-born or British-born; they are to be had out here, and have not to be bribed to come out, because they are more or less already at home in Australia. I could give you various examples of Chairs occupied in Australia, and occupied with great credit by men who are already on the spot. I must mention one instance familiar to you all, namely that of Professor Naylor of Adelaide. He was attached as tutor to Trinity College, Melbourne, and was called to the Adelaide Chair. From what I have heard on all sides, from University men in Melbourne and, in particular, from Professor Tucker, it would be hard to get a better professor than is Professor Naylor. So, on the one hand, it is easier to get men to come out from Home, and on the other it is easier to get candidates highly suitable and who are already in Australia. For these two reasons—I am speaking now somewhat as a black-leg—I do not think it necessary to offer such high salaries as had to be offered fifty years ago, or even twenty years ago.

The CHAIRMAN: What do you think the range of salaries ought to approximate?—There is an old proverb about cutting your coat according to your cloth. In the first place you ought to decide what professorships are essential, and, having settled in your minds what professorships cannot be dispensed with, then you should certainly offer salaries as high as your funds will permit of.

The CHAIRMAN: You may look upon Western Australia as New South Wales in petto; we are merely a smaller New South Wales with fewer people and less money. That being so, what would you suggest—first as to the professorships, and secondly, as to the remuneration?—Well, I should say myself that the nucleus of any University in Australia at least ought to be composed of a certain number of professorships in arts and science—arts and pure science.

The CHAIRMAN: Two faculties?—Not necessarily; that is merely a detail whether two or one. But whether two or one, there are certain Chairs that are generally joined to the Faculty of Arts, and certain others to the Faculty of Science. You ought to have as good a centre as possible, in view of any future University activity in the way of professional and technical schools.

The CHAIRMAN: Would you name those professorships?—That would be difficult indeed, because I think that the order in which they come depends very much upon local conditions; at the same time, I have drawn up a list which I have here, and which I give for what it is worth. I would not attach much importance to it myself, nor would I expect you to do so. But I certainly think that in the Faculty of Arts there are two subjects that must always be represented from

the very outset here in this country. One of these is classics, and the other English Literature. If you are hampered by funds, I do not say you should have a Professor of both. I think you might very well have say, a Professor of Classics and a Lecturer in English, or you might have, though I do not recommend this so strongly, a Professor of English and a Lecturer in Classics. From my own point of view, I most vigorously advocate the form of a Professor of Classics if you cannot afford to have both professors.

The CHAIRMAN: Would you associate modern languages with the English Professor?—No, I would not. From my own experience I would not even suggest a professor in modern literature, and certainly would not suggest a lectureship in modern literature. It is very unusual indeed to find a man capable in regard to formulating elementary instruction to preside over English and French and German—the knowledge and the aptitude in the man vary greatly. I may say you will find many a man who has gone in for German and English, and others who have gone in for French and English, while others have gone in for all three; but the man who does best in French will not be the man who achieves the best results in German.

The CHAIRMAN: But to fill up the Faculty?—Have at the minimum a professor of Classics and a lecturer in English Literature. I think, though I speak with great hesitation, I think in this State it would be highly advisable to have a lecturer in Philosophy as facing towards education; because, I suppose a good number of your students, taking the arts curriculum, will be the future teachers of this State; and they want, in the first place, something of the theory and history of education, and to assimilate these properly they want something of a philosophical paving of the way. So I should say have a lecturer in Philosophy and Education. I am always putting it at the minimum, you understand.

The CHAIRMAN: Would you have any other subject taught by that professor?—No, I would not. It is a great pity to be a jack of all trades. In New South Wales we all have to be jacks of all trades, more or less; but do not make it incumbent from the outset; that will come soon enough. And the man who has laid himself out for philosophy—especially in its educational aspect—will have quite enough to do. I do not know any other subject that would fall in with it to that extent. I should certainly choose him with reference to his ability and training in the matter of education. Before leaving the Faculty of Arts I would say that, still in consideration of what seems to me probable, namely, that a number of your art students will be the future teachers of the State, it would be highly desirable to have a lectureship on History.

In addition?—Yes. History is more and more becoming one of the stock subjects in school courses, and I think it is of enormous importance to Australia. Here we are so very apt to believe that the world began when Cook discovered Australia.

No doubt since you suggested it is well to give more attention to the Australian history than would be given to it in England?—No doubt.

DR. SAW: Would you suggest a lectureship in Modern Languages?—I certainly think it is advisable. At any rate I think you might at the start very well combine French and German. You find nowadays that a great number of men have studied the language thoroughly, both colloquially and scientifically, in France and Germany, and I do not think you would have any difficulty in getting a first-rate lecturer in both French

and German. You should not get natives. If you wanted to get a French lecturer in French or a German lecturer in German of course you would need to have two different lectureships, and if you wanted University men—and I think that is essential—you would have to pay them a good salary to get them out. But if you were willing to take an English subject with a really sound and colloquial knowledge of both those languages and of a University course it would be well.

The CHAIRMAN: You consider that with the Chairs and lecturer you suggest the Art Faculty would be fairly furnished?—I think so.

Then coming to science?—There is an intermediate subject generally reckoned with both faculties. You are bound to have a professorship of Mathematics.

That is the first, and then the next?—Then there are three scientific subjects in which it seems to me very important you should have professorships. One of them, of course, is Chemistry, and the Professor of Chemistry would need to have a demonstrator, but I think you might very well, at the outset when the classes are small and the laboratory practice not excessive, satisfy him and all the needs with a junior demonstrator. Then I think the next scientific subject according to my ideas of importance, would be the Biology and Botany, and there again you would probably need to have a junior demonstrator to assist the professor.

A professor and a demonstrator?—Yes, I think, further, that on the whole—though this perhaps is not essential—it is highly desirable you should have a Professor of Physics. Why, I say it is not so essential is that it is possible that if you have a professor of Mathematics with a lecturer who took up the applied departments of mathematics you might dispense with a professor of Physics at the outset, but at the same time there is such a large field of physics that comes in, and mathematics is more experimental altogether, I should say that the Chair of Physics should rank of almost equal importance to those other Chairs.

Would that be sufficient for your applied science?—For the pure science; because when you come to the applications of science you are already getting to the professional schools to some extent; but with such a list of professors and lecturers you would have, it seems to me, a University thoroughly efficient so far as it went; you would have no serious gap at first, and you would only have to add on to the building as you went on.

Before we go to some practical subjects would you mention what you think would be a fair remuneration for professorships and lectureships, acquainted as you are with Australian conditions?—I should like, if you would allow me, to revise any statement I may make to-day by consultation with the Chancellor and the Registrar of our University who know much more about the financial aspect of a University than I do. The suggestions I am making to-day are extremely rough and ready. They are, to some extent, based on what I have heard and on what I cannot say has been accurately told to me of the usage of some of the other Universities. So I need hardly say that I want anything I say to-day to be taken with extreme caution, not only on your own account, but on mine, because I do not want to hazard rash remarks.

Certainly?—I think you ought to get very good men for the professorships at a salary of £700 year.

Without a house?—Yes; and if you could see your way to offer them some sort of increment as years go by so much the better; but if you cannot I think you

would find a large number of able and efficient men who would be willing to accept £700 a year, and who, no doubt, if the University thrived, would be considered afterwards. My reason for saying £700 is that I know the salaries range from £700 in some of the New Zealand University Colleges, and in Adelaide. I need hardly remind you that in Adelaide they have had and have some highly distinguished men.

What would you give a good lecturer?—Where a lecturer was in a quasi independent position, as for instance a lecturer in English literature or education would be, I would say that a salary of £400 would attract as good men as you could expect to get as lecturers. You would find in many cases very young men would accept that. You could not have them proven at that salary. You would have to take your chance. You would have to depend on the testimony of those who knew them and were in a position to judge; but that is what we all do. May I tell you how it has been and how it is now in the Sydney University, and you will see my reasons for giving that figure? For many years we appointed all our lecturers at a salary of £350, and we have had very satisfactory results; we have had no reasons not to be pleased with the stamp of men we got; but recently the Senate, finding that these men did not leave the University as it was anticipated they would for other positions, but got so attached to the work that they remained on at the University, adopted a different system of appointing at an initial salary of £250 which goes up by triennial increments to £500 for the lectureships. I do not think in a new place like this, where you are beginning and where you have not the stock of your own more brilliant graduates to draw on, you could afford to offer so small a salary as £250 at the start, but I think you would probably get very good men at £400.

As it hinges on this question, would you give us your views on the advantages or otherwise of using the University to teach practical subjects such as Commerce, in which a degree is given as you know in England, also Mining, Agriculture, and the like?—I think it is most advisable that the Colonial Universities should take up these practical subjects. I am quite convinced that they can be better managed by the University than immediately by the State, and I do not see at all why all these subjects should not be taught in such a way that they have very liberal aspect in education. It seems to me they are quite proper University subjects. In most cases for them to be elevated to the rank of liberal subjects they need a certain foundation of more purely scientific subjects. Take, for example, a professional subject that has for many years been recognised as a University subject—the medical. It is recognised in medicine that there must be at least a certain scientific foundation. A student must have in most universities a preliminary year, in which he studies physics, chemistry and biology; while in the second and third years there are physiology, anatomy, and other subjects needed in connection with his scientific discipline. It is only in the fourth year of a medical student's career that he comes definitely to the professional portions of his subjects. Take engineering. A student in that branch has to go through numerous subjects, such as mathematics, physics, geology, etcetera, before coming to the technical portions of the course. We are just taking agriculture. Our Chair is established by Parliament, but not yet filled.

What are you giving him?—The sum of £900 a year with a retiring pension of £400 a year. We have begun veterinary science in Sydney, and the professor is most emphatic on this, that the subject remains simply empirical, and that with it there must be taken a fairly elaborate scientific course including anatomy, biology,

chemistry and physics. Although it is eminently desirable to attach to a Colonial University all these, practically technical subjects, it is their duty to have them, logically and chronologically, still they come later than the purely theoretical subjects.

Rev. Bro. NUNAN: Is not £900 a very large salary?—One of the reasons for the salary is that the professor is a new comer. We wished to steal Professor Lowrie, your man, from you, but he thought he was so bound to the Western Australian Government that he did not even like to ask leave to resign. We tried to bring pressure through our Premier, Mr. Wade, upon your Premier, Mr. Moore, and although Mr. Wade did his best, Mr. Moore did not see it. That is the better for you. There was one man in Australia who would have suited our purpose, but we could not get him. We are offering the big salary as the Chair is a new one.

You spoke of £700 a year as a salary for a professor, did you take into account the higher rate of living here?—I do not suppose I did.

Then he would require £800 here?—I do not know what the higher rate of living here is.

It is a good deal higher?—I based my calculations on what obtains in such States as South Australia. I think £700 gets a good man there. When I mentioned such a salary as £700 I did not for the moment mean to say it would not be better to give more if you could; but if you cannot then you will do well on that.

What period of appointment do you give the professors?—In every case we have made the appointment for life. I am quite aware of the objection sometimes urged against that, but all the same I am convinced that fixity of terms is far more likely to get a good man than a tenure of from five to eight years.

The CHAIRMAN: What is the period for lecture-ships?—They are supposed to be terminable on six months' notice on either side. As a matter of fact in my experience I do not know of a single case where a lectureship has ever been terminated at the wish of the University. Many lecturers have gone, being promoted either by being appointed to other Universities or to the Government service.

Mr. ALLEN: Do you think the professors should have the right of private practice?—A distinction has to be made between the different schools and subjects. In Sydney we have a rule that no professor can engage in any remunerative work except with the permission of the University. It may happen that the Professor of Engineering is asked by the Government to give a report on some work. He is paid for it, but he cannot do it without the permission of the University. On the other hand, the lecturers in professional subjects generally have the right of private practice. Medical lecturers in surgery and the like are mostly practising doctors; that is a great advantage. A subject like that one needs to be constantly engaged at in order to become au fait with the facts.

Do you consider that, wherever possible, it is a distinct advantage to the professor to have the right of private practice?—No, it seems to me that as a rule the professor should give his whole time to the University. In most of the subjects, so far as we have got hitherto, the fact that he is excluded from private practice does not militate against his efficient teaching. Our Professor of Law is not allowed to practise as a barrister, but he deals with Jurisprudence and Roman Law, so that the fact that he is not in the Courts is no disadvantage.

The Right Rev. BISHOP RILEY: To look at the question from our local point of view. It seems to me we want to have a University or a scheme which will

appeal to the people here, or we shall not get the money. The future of the country depends on certain industries, including agriculture and mining. As far as law is concerned, we shall have a certain number of students, there will be a large number in the teaching profession, and others who want general culture. We may, I think, leave medicine entirely out for the present, also commerce, as we have no commerce here at present. We want the usual subjects for general culture. It is necessary, however, that special attention should be paid to mining and agriculture. Of course you know that mining is absolutely scientific here. The men who first came here knew nothing about the science of mining, but now it is very different. Agriculture also must be scientific in order to pay. There are sure to be a large number of students in both these subjects, and a large number of law students and those needing general culture. Does your division of the Chairs meet our needs?—Perhaps, although it does not in some ways.

I admit yours is more scientific perhaps than ours, but we want to meet the needs of the State?—So far as the teaching profession is concerned my scheme probably does meet your needs very well.

And general culture?—Yes. Most of the subjects described as pure art subjects are the ones the teachers would be likely to take as being useful to them, either in their own equipment, or afterwards when they have to teach the elementary phases in school—classics, English literature, history, philosophy, and educational science, will distinctly help them, so, too, mathematics. More and more will there be a tendency to give some science in the schools, chemistry, physics, biology, and botany will be taken. We find in Sydney that we have a great many teachers as students. They are all disposed to take up at least one science. For them and for the general public my scheme would not be unsuitable. As regards law, I do not know how it would be here, but in Sydney we did not have a Chair of Law until, I think, 1892. Most of the law students went through the Arts course. That was a very good thing for them. It gave them a certain amount of general culture, their minds were awakened, and they gained a certain width of outlook, but the professional subjects of law till then were left for private study and reading. Now, we have one professor and four lecturers, who are barristers in practice, but take up the more professional departments of law. I should have thought that possibly in Perth, I speak under correction, some such arrangement might be made, which would not put you to any excessive cost. Many barristers in practice are quite willing to give, say, three hours a week for 30 weeks a year to teach the more theoretical knowledge of conveyancing and such things.

By Dr. SMITH: What we suffer from is that most of those who enter into articles are imperfectly educated to start with, so that they are learning nothing really in the best way, they are like donkeys turned out to grass, they do not come sufficiently equipped with a knowledge of general literature, historical knowledge, etcetera, and therefore fail to possess a logical faculty?—That is just what I should have expected. The same arrangement exists now in Sydney as in the old days, although it has been continued in a modified form, under which our students, who have taken the Arts Degree, or have taken two years in Arts were able to present themselves for their law examinations in a somewhat shorter period than was otherwise necessary. That is a point I am not well fitted to answer questions on, but I should certainly have thought it important; that it is even more important to get the fundamental sciences on scientific agriculture as a basis. I am not saying that you do not want chemistry and botany; you must have them to be-

gin with. A Chair of agriculture would be all very well, but what chair or lectureship in the list I have proposed would you substitute. At the same time it comes in as an addition, and a highly important addition, but still it comes in subsequent to those we have mentined. Just consider what they are; you cannot move the Literary Chair in the University because of the school teachers; you cannot leave out the course of philosophy, nor the course of history; you cannot leave out mathematics, chemistry, biology, botany or physics, so I should have thought agriculture came in as less important, but still as posterior to these others.

The CHAIRMAN: The same argument for both agriculture and mining.

Dr. McCALLUM: That is perfectly true.

The CHAIRMAN: The two great subjects that are keeping us going at the present time are agriculture and mining, and we wish to get an indication from you whether it would not be posible to work those into a University course without interfering with the others.

Dr. McCALLUM: I think it would be highly advisable to include both agriculture and mining in the list, and in connection with mining to have geology also. That simply means a longer list and a bigger grant. I do not see how you can have agriculture and mining at the expense of those things I have mentioned.

The CHAIRMAN: You would not sacrifice either of the others?

Dr. McCALLUM: I cannot see how it would be advisable to do it. Supposing you cut out Literary, you would have a University which would be merely a glorified technical school, and there would be two great disadvantages. One would be that your teachers who, after all, are the persons who are training the future race would not be catered for. Then you would not have the general enlightenment of the community looked after. I do not want to indulge in common-places about literae humaniores, but the fact remains that subjects like literature, philosophy, and history, give support, a nimbleness and a certain width of outlook that the other subjects do not. All that is to be considered in relation to the life of the community.

The CHAIRMAN: I want now to get to the Constitution as the first step to take.

BISHOP RILEY: May we ask first what buildings are necessary; whether it is necessary to have any or not?

Dr. McCALLUM: You must have buildings. I do not know what buildings might possibly at first be made available; what existing buildings used for other purposes might be pressed into the service of the University for a while.

BISHOP RILEY: The Technical School would supply chemistry and all sorts of things.

Dr. McCALLUM: I think one can go on with makeshift arrangements for a few years pretty well.

Dr. SMITH: We might hire buildings for a time and alter them to suit our convenience.

The CHAIRMAN: There is a good building going on at the top of the street we might make use of in a few years.

Dr. McCALLUM: When the Sydney University was started we went on chiefly with school buildings for a time until the Government gave us our central block on which our present buildings are erected. The Government gave us £50,000 for the erection of buildings; that was in 1854.

BISHOP RILEY: There is no necessity for big buildings?

Dr. McCALLUM: I do not think so. It is a great mistake to spend money in stone and mortar.

Bro. NUNAN: Would you recommend us to use temporary buildings or get on to a site at once?

Dr. McCALLUM: There is a great difference of opinion on that point.

The CHAIRMAN: We should secure a site.

Dr. McCALLUM: Oh, yes. In New South Wales we always find it is hard to get money from the Government to establish new Chairs. It is comparatively easy, however, to get money from the Government to put up new buildings.

The CHAIRMAN: Mr. Andrews is the only one in this State who can get all the money he wants for new buildings. Will you please give us your ideas now about the best form of Constitution?

Dr. McCALLUM: I do not know whether you are aware of it but in Sydney just now there is a fierce fight over our Constitution. Since I left Sydney we are being reformed.

The CHAIRMAN: Will you just state what the old Constitution was?

Dr. McCALLUM: Originally the number of the Senate—the Senate is our governing body—

The CHAIRMAN: What they call the Council in Melbourne.

Dr. McCALLUM: Yes; they were nominated by the Governor, and there were, I think, sixteen at first. Then at a subsequent period it was arranged that as these nominees retired or died, Convocation should elect Fellows of the Senate. At about the same time provision was made that there should be certain ex-officio Fellows, members of the staff, nominated by the staff, not fewer than three nor more than six, so that the total number was twenty.

BISHOP RILEY: Who forms the Convocation?

Dr. McCALLUM: All the graduates with senior degrees and also Bachelors with three years' standing.

BISHOP RILEY: Has Sydney any affiliated institutions or not?

Dr. McCALLUM: We have no affiliated institutions.

The CHAIRMAN: It was practically the same at that stage as Melbourne?

Dr. McCALLUM: Yes, and that is how it has gone on until the present time. The greatest objections to that system is that the Fellowships were for life and not for a number of years. I do not see, when you can start your own University, you can do much otherwise than have a governing body made up of nominees. You might provide for nominees being taken from different sections of the community, but at first you see you would have no Convocation at all.

The CHAIRMAN: The Government represents all sections; it is a matter of choice by Government or choice by Convocation. How is that worked? You have destroyed the life tenure?

Dr. McCALLUM: We are destroying it, or I fancy it will be destroyed by the time I get back to Sydney. Probably I am a prejudiced party, and my opinion would be attacked by most people in New South Wales, but I think it has worked very well. Most of the Fellows have really been very assiduous in their attendance, and have taken a deep interest in the University, and the fact that they sit in the Senate for a term of years allows them to gather a good deal of experience while a good many of them are influential men in high positions who offer themselves for re-election. I question if under the new system which will probably be in

vogue in the future we should get quite so many leaders of the State coming forward to sit in the University.

The CHAIRMAN: Unless you give them a life tenure. How many would you suggest as a good number for the Council or the Senate?

Dr. McCALLUM: I do not see why sixteen should not do very well. You want the various questions pretty well canvassed, and at the same time you do not want an unmanageable body. If you go beyond this number it becomes unwieldy, and if you make it small it is apt to become a mere adjunct. In sixteen or twenty you will have various shades of opinion.

The CHAIRMAN: In that new Constitution will they still continue to be elected as members of the Senate by Convocation.

Dr. McCALLUM: Yes, but instead of for life they will be elected for eight years. There is another change; there are to be four Government nominees.

The CHAIRMAN: Holding office for how long?

Dr. McCALLUM: That was not decided when I left Sydney. In the original Bill it was proposed to appoint them for life. That was obviously unsatisfactory, and I think the Prime Minister had verbally agreed to make their tenure for eight years.

BISHOP RILEY: Is the Vice-Chancellor an executive office; has he very large powers, or does he simply carry out what he is told to do?

Dr. McCALLUM: He is the Chief Executive Officer, and he is chosen by the Senate; that is to say the governing body. He is not chosen by Convocation. He is the principal officer, and we have hitherto been fortunate with our Chancellors. They have all been men of a certain amount of leisure, and more than average ability, and given all their leisure to the University. The only Chancellor in my experience who was there for only a short time was Sir William Windeyer, and the reason he was not there longer as Chancellor was that he died.

BISHOP RILEY: Have you a Vice-Chancellor? —Yes, he acts in the absence of the Chancellor, and takes some of the administrative duties of the Chancellor off his hands. However, he is very much the second to the Chancellor, in my experience, in practical concerns. Nominally, of course, the Chancellor has only the powers of the Chairman of the Senate; but in point of fact, when you get a man appointed for successive years he becomes very much to the University as a constitutional sovereign. That is what our Chancellors have done.

The CHAIRMAN: Does he take a practical interest? —Oh, yes.

The CHAIRMAN: And the Vice-Chancellor? —Yes, he attends the meetings, and in the absence of the Chancellor he is Chairman. Occasionally, for some purpose, the Chancellor will leave matters to him, but, as I say, in our experience it is, vulgarly stated, the Chancellor who runs the show.

Dr. SMITH: That is very different from the older Universities?—Yes, quite different. The Chancellor is by no means a mere figure-head.

The CHAIRMAN: He is really a fifth wheel to the coach?—Yes, very much so. But occasionally he comes in very usefully.

The CHAIRMAN: What about the Registrar?—The Registrar acts under the direction of the Chancellor and the Senate. In point of fact, in Sydney the Registrar, simply on account of his ability and character and not on account of any definite rights attaching to his office, has come to be a most important official.

The CHAIRMAN: What do you pay him?—£900 a year.

The CHAIRMAN: And the Vice-Chancellor?—We pay neither the Chancellor nor the Vice-Chancellor.

The CHAIRMAN: Then the other man, the Registrar, is almost the directing head?—In point of fact he is that. He manages everything, he looks after the arrangements of examinations, he acquaints himself with all our investments, he is always present as secretary at our Board, the professional board, the Faculties, and so on. Because of his general knowledge, he is always able to give us wise advice. He has no written authority, no explicit authority. Nominally, he is merely the servant of the Senate, but, as I say, he is such an able man that he has the greatest influence, and is of considerable help to us. I should think it is one of the most important things you have to consider, to see that you get hold of a good Registrar. I sometimes say that I know many Universities where the professors and students and governing bodies are better than at Sydney, but I do not know any where they have so good a Registrar.

The CHAIRMAN: What about the creation of boards and Faculties?—We have the Professorial Board, made up of professors, and we have different faculties somewhat differently constituted.

The CHAIRMAN: What is the difference?—In the Faculties we have the lecturers.

The CHAIRMAN: But who arranges the curriculum, the subjects, the examination?—The Faculty arrange all matters that concern merely the Faculty; that is to say, the committee recommends certain arrangements to the Senate, and those arrangements have to be adopted by the Senate before they become legal.

BISHOP RILEY: Where does the Professorial Board come in?—It has in charge the discipline of the students, and all matters in which the concerns of the Faculties overlap, or matters that concern several Faculties.

The CHAIRMAN: But everything is subject to appeal to the Senate?—The Professorial Board, too, has to report to the Senate. The Senate is legally the University, and all the committees and boards have to report to the Senate before their recommendations have the force of regulations or by-laws.

The CHAIRMAN: Do you advise having representatives of members of the Professorial Board or the Faculties on the Senate?—That is a subject in respect to which very fierce warfare has gone on in Sydney ever since I first went there some 22 years ago. My first experience was acquired at a Convocation, where members of the Convocation sent a recommendation to the Senate, that the ex-officio membership, or, in other words, the representation of the staff, should be abolished. That was never carried out. A few years later the Convocation went back on that, and recommended a continuance of the system, with the mere difference that the professors should not be nominated by the Senate, but chosen by the Faculty. That system prevails to-day. The four staff members are the Deans of the Faculties chosen by the Faculties. That arrangement has existed for the last sixteen years or so.

The CHAIRMAN: Then that makes the Senate a body of 20 members?—Yes.

And they have full powers?—In point of fact, we do not vote on matters either concerning ourselves or concerning the financial interests of the staff. Nevertheless we have the full right to do so. Our refraining from doing so is merely an unwritten custom. The four

Deans are appointed by the Faculties. I happen to be Dean of the Faculty of Arts. It is the Faculty of Arts which nominates me, and sends up my name to the Senate, which reserves to itself the right of approving such nomination.

The CHAIRMAN: The Senate is the body that appoints?—At present, in regard to this new Bill before Parliament in New South Wales, one or two people have argued against the representation of the staff, but I think they are in a very small minority. The principle of representation has been finally accepted in New South Wales. I think it is advantageous. There are some things that can be urged against it, namely that those who are, in a manner the servants of the University, should not have control of the University. But on the other hand, the University is not exactly a business concern. The members of its staff are not like the employees in a warehouse; they have identified their interests with the whole institution, and, as a matter of fact, they know far more about the working of the institution than does anybody else.

The CHAIRMAN: That is the point. Is that not the reason of the objection?—Well, the expert after all has to explain to the non-experts. If the non-experts cannot keep the experts in check they do not deserve to be there.

BISHOP RILEY: Is the Vice-Chancellor a professor generally?—No; he is always one of the elected members, he is not on the staff.

BISHOP RILEY: That is curious.

The CHAIRMAN: And you think the new Constitution a good working Constitution, one that is not too cumbersome?—I think so. I am afraid I am so old fashioned and reactionary as to feel a good deal of attachment to the Constitution which is being improved just now, but I think the new Constitution will work very well. I do not think it will involve much of a change. I think that most of the members of the Senate will be re-elected.

BISHOP RILEY: I would like to move a hearty vote of thanks to the professor for his kindness in coming here and giving this information. He talks about not being a warehouseman, but I think he has plenty of stores. I myself am very grateful to him for his kind action, and, I am sure this feeling is shared by us all.

The CHAIRMAN: The Bishop assuredly voices the opinion of everyone here. We are heartily thankful to the professor for the information he has given, and I am sure it will be of the greatest advantage to us in our deliberations.

Dr. McCALLUM: Thank you all. If you think it will be of any service to you I shall be very glad to let you know, after consultation with the Registrar, what they think about these salaries.

(The Commission then adjourned.)

APPENDIX II.

Examination of Professor Naylor.

AUGUST 4th, 1909.

A meeting of the committee of the Royal Commission appointed to deal with the question of establishing a University for Western Australia was held on Wednesday afternoon, August 4, 1909, at the Church Offices, Perth, for the purpose of hearing the views of Professor Naylor (Professor of Classics in Adelaide University) on the University question generally. The chair was occupied by the Right Rev. Bishop Riley, there being also present the Hon. H. Briggs, M.L.C., Dr. J. W. Smith, Mr. F. B. Allen, Rev. Brother Nunan, Mr. C. Andrews, and the Hon. Secretary, Mr. J. S. Battye.

The CHAIRMAN: It was thought wise that this afternoon we should take advantage of the presence of Professor Naylor in the State to catechise a distinguished professor from another University and find out everything he could possibly tell us to guide us in the commencement of our University here. It is very good of the Professor to come, and what we would like him to tell us I think first of all is what is the best way of starting; next, what professorships we should aim at having to begin with; and then, if he could tell us something about the way in which they started themselves, and how they developed, I am sure it would be interesting. If there is any other question you would like to bring forward first, so that he might tackle it in what he is going to say, perhaps it would be just as well if you would now suggest the line of thought he might speak about. We do not want him to give us statistics, because we shall get those. Brother Nunan, is there any particular subject you would like dealt with?

Brother NUNAN: No, my Lord, nothing very particular.

The CHAIRMAN: Do you think the points I have referred to are what we particularly want to ask the Professor about?

Mr. ANDREWS: Yes.

Professor NAYLOR: Mr. Chairman and gentlemen, I feel it a great honour that you have asked me to make any statements which occur to me in this matter. I am sorry to say I can only talk in generalities. I have not, of course, any books with me, nor any documents. There are one or two positions I hold very strongly, and would venture to bring before you. First of all, in my opinion it is very much the wisest thing to begin small, but to begin very good. I believe there to be a great danger that may readily occur. You may have an institution perhaps already existing fairly manned, but not manned up to the standard of what a University should be. Personally I think it would be a grave mistake, supposing you had such an institution, if you took it over and tried by merely changing its name to make it the nucleus of a University. That I believe would be a very serious error. If you wish a University to appeal to the public, to be of a creditable standard which shall make it looked up to by other Universities

in Australia, you must get the very best men you can afford, and knowing, as I do, that your funds are not large, I draw your attention to the fact that the Arts side is always the cheapest side in a University, and I would venture to say to you that the Arts side can be run with the least expense in buildings. I am one who believes that the men are the important thing, and that the buildings can wait; but, of course, if you intend at the very outset to embark on a fine Science side, then you must remember that you are not only paying for an eminent teacher, but also you will have to pay for a large plant as well, and that has to be seriously considered. While I am on the topic of professors, may I be allowed to say this, that in my experience a young University requires something more than mere specialist ability in the subject. Unless you can get a man who is going to impress the public as a whole, I do not believe you will be doing the best for yourselves. I have seen several cases of that in other Universities, and I believe that in a colonial University certainly you must get a first-class man, but at the same time a type of man who will make the University acceptable to the public.

The CHAIRMAN: Do you mean as a head or as a professor?

Professor NAYLOR: As a professor—I speak simply as a professor—a man who will appeal to the public, and if you get that type of man you will soon find funds will come in in a way that will surprise you all. As to schools I speak of course with very great diffidence, but a man naturally has his predilections, and you must bear that in mind when I express my opinion. I feel with very great strength that one of the most important Chairs in a young country is the Chair of History on the Arts side, and not only a scrap of modern history, but, above all, ancient history as well as modern. Then I would say this about the literary side, that the way in which several of our Universities have separated English from classical languages in my opinion is quite wrong. I hold that you can get a splendid man who will be able to take up English and your dead languages too, and if you bear that in mind it will obviously cheapen the initial steps you take. I personally then would say: Take a literary man who can take history, ancient and modern, and I think Philosophy and Logic. I think those would cover the three important Chairs. On the science side I see no reason why you could not get an extremely effective man to take both Chemistry and Physics, and I believe that with those four Chairs you have the nucleus of what could become very soon a very great University. Of course it may be said that I have not mentioned technical professions, but I suppose that at present you have no intention of founding a medical school. You are prepared to wait for that, and I suppose the same may be said of law; you will have to wait for that. I believe that in the four Chairs I have mentioned we cover most of the ground that a University in its initial stages could hope to cover.

The CHAIRMAN: May I ask what you think of the Queensland proposal? Besides determining that point the Queensland authorities have decided that a scientific Mining Department should be established first instead of an Arts Department.

Professor NAYLOR: I can only say I do not agree with it at all.

The CHAIRMAN: We have more or less a scientific mining department established now, have we not?

Mr. ALLEN: To a certain extent.

Professor NAYLOR: The question is what is the standard? There, I think, a possible danger lies of being willing to accept that which is not as high a standard as the University ought to be merely because you have an institution already, and I think that has to be avoided, and that it would be a great danger.

Mr. ANDREWS: There are those who are in favour of not only mining but agriculture.

Professor NAYLOR: Agriculture I believe is practically provided for, is it not?

The CHAIRMAN: Yes.

Professor NAYLOR: That is a good thing.

The CHAIRMAN: Agriculture would include forestry and that kind of thing, would it?

Professor NAYLOR: Yes.

Mr. ALLEN: I think any science in a University should be started afresh, as it were, without regard to what we may be doing at the present moment.

Professor NAYLOR: I certainly agree with you entirely.

Mr. ALLEN: There is work being done at the Technical School very well, but I think you should start afresh in a University with regard to science.

Professor NAYLOR: Of course I know I am an idealist. I hold the idea that the main function of the University is to turn out the best type of citizen.

The CHAIRMAN: I suppose you follow the Scotch idea, that even if a man is a ploughman he should learn Latin?

Professor NAYLOR: I do.

The CHAIRMAN: You have no idea what it would cost to start with three professors?

Professor NAYLOR: £3,200 at least, because I think you could not hope to get the type of man you should have under £800 a year.

Whom would he want under him to start with?

Professor NAYLOR: No one to start with, and he should not want anyone.

The CHAIRMAN: £800; and does that include a house as well?

Professor NAYLOR: No. I suppose for £800 a year you would get the type of man you would wish to have.

The CHAIRMAN: And he does not want anyone to start with?

Professor NAYLOR: Not to start with. He will when the thing grows.

The CHAIRMAN: £3,200 you think would give us four professors?

Professor NAYLOR: I think so.

The CHAIRMAN: Your idea is we should have History, Literature, Philosophy, and Science, Physics and Chemistry? Agriculture we have. That would be five.

Professor NAYLOR: That would be five.

Mr. ANDREWS: Do you believe, Professor, in having a President of the University, or in what form

of government, and if a president, should he be one of the professors, or distinct from them?

Professor NAYLOR: I have no right to have an opinion, perhaps. I can only say this, that in the two Universities in Australia with which I am connected we have no president, and the scheme is reckoned eminently successful. We have representation on the Council of Professors, and this has been found to go well and run quite smoothly. A president is a very expensive article. I mean you practically have to pay for him, and you cannot afford to do it at the outset.

Dr. SMITH: There is the Chancellorhood.

Professor NAYLOR: The Chancellor performs the same functions as a president.

Mr. ANDREWS: And the Chancellor is not paid?

Professor NAYLOR: No.

The CHAIRMAN: Who is the executive officer?

Professor NAYLOR: You have your Registrar. He is another you must not forget; an important one.

The CHAIRMAN: What do you pay him?

Professor NAYLOR: £500 without residence. He is an officer whose salary would increase with an increase of the University; £500 would pay an effective man at the outset.

The CHAIRMAN: Do you charge fees?

Professor NAYLOR: Yes, we charge fees at Adelaide, and they are very low. They work out at about a farthing an hour apiece.

The CHAIRMAN: For each student?

Professor NAYLOR: Yes.

The CHAIRMAN: Is it worth while charging under those circumstances?

Professor NAYLOR: That is a matter of opinion. I hold that a small charge is a good thing. I like it to be small. Of course it is a mere matter of how much work you do.

Dr. SMITH: A farthing for each man?

Professor NAYLOR: Yes. Then I do a great deal. As a matter of fact it is four guineas a year for each student. I am speaking, of course, offhand.

The CHAIRMAN: Four terms?

Professor NAYLOR: Three terms.

Mr. ANDREWS: What does that cover?

Professor NAYLOR: Everything.

Mr. ANDREWS: Is that English Literature as well?

Professor NAYLOR: I only take Classics.

Brother NUNAN: Are the professors allowed to earn money privately, independent of their official duties?

Professor NAYLOR: No, they are not, but of course they do not prevent us from writing books whenever we can; but we have not very much time for it. I do not want a farthing an hour to pass as gospel, but I know the sum is ridiculously low. The sum of £4 4s. is a low charge, and you can see that it works out at a very small sum when it is stated that there are seven or eight lectures a week and individual attention.

The CHAIRMAN: Do you believe in fees?

Professor NAYLOR: I do, just as I believe in a small income tax.

Dr. SMITH: A man values more what he pays for?

Professor NAYLOR: I think so. It has been so in Scotland, and I think it would be so here. A man should pay a little, if possible.

The CHAIRMAN: Does the Government offer any scholarships to be competed for, or anything of that kind?

Professor NAYLOR: Oh, yes, a large number.

The CHAIRMAN: They are free, I suppose?

Professor NAYLOR: Practically free. We have bursaries open to everyone who can prove to a committee which sits in private that lack of means makes it impossible to pay any fees, and they get from the Government something like £10 a year to pay with.

Brother NUNAN: Do you think that the University should be in the city itself?

Professor NAYLOR: Provided you have enough land, yes.

Brother NUNAN: And what would be the minimum area you would require for sites? I think you have a difficulty in Adelaide, have you not, in that connection?

Professor NAYLOR: Oh, yes; we suffer terribly in Adelaide for want of space. Speaking offhand I imagine that as much as 100 acres would be a wise provision, if possible, because you have to think a hundred years ahead, otherwise you will find yourselves so cramped that there will be no opportunity for expansion.

Brother NUNAN: I suppose you favour affiliated colleges?

Professor NAYLOR: I very strongly favour them.

Brother NUNAN: Denominational colleges?

Professor NAYLOR: I would prefer them undenominational and under Government, but I believe very strongly in assistance.

The CHAIRMAN: You do not object to colleges being founded?

Professor NAYLOR: Not in the least.

The CHAIRMAN: By men attending the University?

Professor NAYLOR: No.

Brother NUNAN: In Sydney and Melbourne all the affiliated colleges are distinctly denominational. You have Presbyterian and Anglican.

Professor NAYLOR: Trinity College and Queen's. I think Queen's is Wesleyan.

The CHAIRMAN: Do they work amicably together and without getting in trouble?

Professor NAYLOR: Absolutely amicably together. There is no sort of pressure used at all. In fact I would not know it is denominational except for the fact that they have prayers night and morning, and there is no compulsion to attend them.

The CHAIRMAN: And does the fact of having these scholarships open to competition help to spur men on at all?

Professor NAYLOR: I believe it does. I believe it has been of immense advantage to Melbourne University.

Brother NUNAN: Who pays the salaries of the rectors of these colleges?

Professor NAYLOR: The denomination to whom the block of land belongs.

Brother NUNAN: I think that in Sydney the University pays the salary.

Professor NAYLOR: They pay the salaries of the Ladies' College, I fancy. One is paid by Presbyterians and the other by the Church of England.

Mr. ANDREWS: Is the rector of the college an official in any sense?

Professor NAYLOR: Not necessarily. He is a member of the Convention. He is always a member of the Council. The rectors are naturally very service-

able men, and I wish to point this out. The history of Melbourne should be a warning in some respects. I speak with bated breath in the matter, but you know in the early days of a University there is a certain absence of the public to check the procedure of the professors. Nobody knows what they ought to be doing, and the result in Melbourne in the early days was that although one or two men were very good in two or three cases after a few years they cease to do any work whatsoever, and the public did not know any better, and there was no check on them. Directly the colleges started inside the University a University public opinion was formed which kept these men up to their work, and they performed, although the professors would not admit it, a very valuable function in spurring them on. Men were brought into the University who were capable of keeping the professors up to the mark, and it was a very important and useful service that was done; and, of course, although at first the professors did not like it, they now would be the first to admit that it had been a very good thing for the University on the whole; and, personally, that is one of the reasons I advocate it. The larger you can get your public your specialist the better for the work of the institution as a whole.

Dr. SMITH: Would the Professor tell us what the hundred acres would be wanted for?

Professor NAYLOR: It is wanted for the future. You will always have great expansion on the science side. They always cover a large field. You will, I hope, some day get the full system introduced, and have residential colleges.

Dr. SMITH: That would be included?

Professor NAYLOR: Oh, yes. I am preparing for all future eventualities.

Dr. SMITH: Has the founder of the college to find that land on which any buildings could be erected?

Professor NAYLOR: The Government presented parcels of land which they had already given on condition that they built and used it for educational purposes. They have absolute control in one sense. That is to say that if we ceased to use the lands on which Ormond stands as a college they would take it away.

Brother NUNAN: The Catholics have a site in Melbourne. We have just a tenant on it so that we may be legally entitled to hold it.

Professor NAYLOR: Quite so.

Dr. SMITH: One's recollection of Oxford is that the University buildings occupy but a very small acreage; the buildings necessary for the University itself.

Professor NAYLOR: That is quite true. It is not so much the case to-day. In Cambridge they have developed the science side, which looms as a much more important domain than it did in my days. The arts side depends not on the buildings but the men.

Dr. SMITH: The buildings we could start with could be rented for £100 a year or so upwards.

Professor NAYLOR: I quite agree with you.

Brother NUNAN: They have 500 acres in Sydney University.

Professor NAYLOR: I should think it quite likely.

Brother NUNAN: It is in the suburbs.

Mr. ANDREWS: Do you think it is an advantage to look to the possibility of having residential houses fairly on the same ground and not scattered about the town?

Professor NAYLOR: A great advantage.

Mr. ANDREWS: In Oxford and Cambridge they are scattered about the town, but they are small towns. It would be difficult to find a convenient site in a place like Perth if you had not enough room on the central ground.

Professor NAYLOR: I think it is essential to the success of the system that it should be within the University precincts.

Brother NUNAN: They may go a little out of the city and acquire a good site there.

Mr. ANDREWS: The site that has been thought of is King's Park Road. With regard to scholarships, I suppose you are in favour of them?

Professor NAYLOR: I am in favour of scholarships decidedly.

Brother NUNAN: Liberally given by the Government?

Professor NAYLOR: Yes.

Brother NUNAN: And have them in the University?

Professor NAYLOR: Yes. I think the ideal is that every person born in this State who has the necessary ability should be enabled to go from the bottom to the top; everyone who has the ability, but I think it is a grave error to think that everybody should go. Some, I think, are under the impression that it is a good thing to send all and sundry to a University, whether they have the necessary ability and special faculties or not, but I think that is wrong, because it is only a percentage who can make profitable use of the conditions, and they should be encouraged in every possible way and assisted.

Brother NUNAN: With regard to those colleges which would feed the University, I presume you would favour the scholarships being tenable not only to secondary schools but denominational schools as well as others?

Professor NAYLOR: Oh, certainly. I would make no distinction myself.

Brother NUNAN: Anyone who would give the education, provided it is up to the quality?

Professor NAYLOR: Without question. I would make no exceptions at all.

The SECRETARY: If you run the Arts side, must you not provide in some way for the teaching of mathematics?

Professor NAYLOR: Of course when I said Physics I was including mathematics and arithmetic. Oh, yes. That is obvious. You are quite right.

Mr. ANDREWS: You mean one would be able to take that matter with the Chemistry and Physics?

Professor NAYLOR: Yes. It is a frequent combination. Pure mathematics is falling very much back nowadays. You can generally get your physicist who is a sufficiently good mathematician to do all your mathematics. The great thing is to get a man who is a specially good physicist and a fair mathematician, and then, as time goes on, he will turn to physics only.

The SECRETARY: A separate establishment for mathematics would not be required until the establishment of an engineering school?

Professor NAYLOR: You could have mathematics and engineering professorship together then.

Brother NUNAN: Have you many scholarships at your university?

Professor NAYLOR: Do you mean Adelaide or Melbourne?

Brother NUNAN: Adelaide.

Professor NAYLOR: We have a very large number. I cannot tell you the percentage, but I think nearly 40 to 50 per cent. of my classes are holding scholarships, and some have bursaries.

Mr. ANDREWS: The bursaries are the £10 ones?

Professor NAYLOR: Yes. We have scholarships amounting to £25 awarded there at the end of the year on the examination.

Mr. ANDREWS: Are those the highest?

Professor NAYLOR: Oh, no. We have scholarships even up to £150.

Dr. SMITH: Can a man attend your lectures without being a member of the University?

Professor NAYLOR: Yes, I think they can if the professor is satisfied they are able to take advantage of the lecture.

Dr. SMITH: If a man wants to matriculate and to acquire some knowledge before offering himself for examination he can get leave to attend?

Professor NAYLOR: He can.

Dr. SMITH: On paying the same as a University student?

Professor NAYLOR: Yes.

Dr. SMITH: Are you in favour of lectures being held in the evening for the benefit of those studious men who are engaged in some occupation and who may wish to pursue the Arts course?

Professor NAYLOR: Oh, yes. I am very much in favour of this, and I imagine that at the beginning of your University you would probably have most of your lectures in the evening.

Dr. SMITH: For science lectures I suppose it would not be so good, but for languages and history?

Professor NAYLOR: I have not heard any objections to science lectures at night.

Brother NUNAN: Mr. Allen would not think it advisable to have those at night.

Mr. ALLEN: We have no very great difficulty with the evening lectures. There are a certain number of experiments which are better done in the day time.

The CHAIRMAN: You have a great deal of music in the University at Adelaide?

Professor NAYLOR: A great deal too much.

The CHAIRMAN: Is there no harmony, or what is it?

Professor NAYLOR: There is a certain amount of discord. I personally—I speak as the son of a musician—do not think music is by any means one of the earliest subjects you should teach. You can wait, and I think we should have been very much better off in Adelaide if we had waited.

Dr. SMITH: We spend about £4,000 a year here on other Universities and bodies for certificates in music, and it did occur to us we might keep the money in our own pocket and spend it on our own men.

Professor NAYLOR: That suggests a topic which I think deserves attention, namely, the danger of depending for revenue upon examinations. Reduce that as far as you possibly can. The temptations are obvious.

The CHAIRMAN: They are.

Professor NAYLOR: Without mentioning any name, I know of an institution which makes a practice of advising its examiners not to reject more than a certain maximum in order not to make the examination unpopular. Of course they would have the fees.

The CHAIRMAN: It is a very disgraceful thing, but it is done.

The SECRETARY: Would you make the attendance at lectures compulsory for examination?

Professor NAYLOR: I am not in favour of compulsory lectures, but in practice if the lectures are worth attending the student will attend them. It is better that they should have attended, and I would never readily excuse them from attendance unless extremely good reasons were given.

Dr. SMITH: Would you allow a professor to be an examiner in the subjects he taught?

Professor NAYLOR: I think it is very much better he should.

The SECRETARY: There may be cases—and it does happen in many Universities—where students going in may not be able to attend lectures. Would you debar them from examination?

Professor NAYLOR: Certainly not.

The CHAIRMAN: Then you do not compel them to reside?

Professor NAYLOR: I think that is the ideal, but there is no compulsion. Some men have not the money.

Mr. ANDREWS: Do you admit anyone to the examination whether they attend University lectures or not?

Professor NAYLOR: I should do.

Dr. SMITH: Have free trade in teaching.

Professor NAYLOR: And in subjects too. I am not a man who wants his own subject bolstered up at all. I do not like compulsory subjects.

The SECRETARY: The affiliated colleges, for example, in Melbourne, are under no financial obligation to the University at all. The financial arrangement is totally distinct.

Professor NAYLOR: Totally distinct, but there is no need for you to follow that way. I would prefer to see it far more under the government of the University than they are at Melbourne. I think it would be very much better.

The CHAIRMAN: I gather that the chief thing you want to impress upon us is that we should begin with a high standard?

Professor NAYLOR: Yes; begin good if you have to begin small.

The CHAIRMAN: Whatever we do you want it good?

Professor NAYLOR: Good, so as to give a standard.

The CHAIRMAN: Otherwise a man would not go in for our examination because the benefit would not be valued? That is what you mean?

Professor NAYLOR: That is what I mean.

Brother NUNAN: The rate of living is a good deal higher here.

Professor NAYLOR: I have that in mind.

Dr. SMITH: May we ask the Professor whether he considers that Greek is an essential in the Arts course?

Professor NAYLOR: That is rather unfair. I think a great deal more can be said in favour of Greek than is said, and I have a very high opinion of it educationally.

Dr. SMITH: I am afraid people are under the impression that the acquisition of Greek is something which requires almost superhuman ability.

Professor NAYLOR: It is an easier language than Latin, and a much better language in every way.

Mr. ANDREWS: Then the Professor said, I think, that he did not believe in compulsory subjects?

Professor NAYLOR: I do not.

Mr. ANDREWS: It is not a question of compulsion?

Professor NAYLOR: Oh, no. I would have it quite free and open, but I would like to see the possibility of a man getting Greek if he wanted to.

Dr. SMITH: Of course for the Arts Course there must be some language prescribed?

Professor NAYLOR: Oh, yes, but I like to reduce the compulsory subjects as far as possible, and I like to give the student as large a course as we can. Of course we must definitely lay down that there is to be a language, ancient and modern, but I would rather leave it to the scholar if I could.

Brother NUNAN: You feel it is a disadvantage to Adelaide not to have affiliated colleges admitted?

Professor NAYLOR: I feel that a very grave disadvantage, and I think that until I see affiliation I shall consider it inferior to other Universities.

The SECRETARY: The absence of foreign subjects to give a student the opportunity of specialising in any direction might fail?

Professor NAYLOR: I think so.

Dr. SMITH: Why should he specialise early? Why not take the degree before he begins to specialise?

The CHAIRMAN: That is not what we used to do. We specialised when we got through the little go at Oxford or Cambridge; Dublin the same.

Professor NAYLOR: I went through mathematics at school, and as soon as that was over I did not do any more at the University.

Dr. SMITH: After acquiring mathematics for the little go you go on without them.

The CHAIRMAN: For entrance to examination you require a certain amount of culture.

Professor NAYLOR: Of course.

The CHAIRMAN: If you send a boy to study science and he has no culture you surely are not fulfilling the idea of a University?

Professor NAYLOR: No, I do not think you are. We presuppose that one has passed a standard like that of the senior public or our little go and smalls.

The SECRETARY: That is the general matriculation examination?

Professor NAYLOR: Yes. When he has got through that I like him to have as much freedom as possible.

The SECRETARY: Anything that he can get lectures and examinations on?

Professor NAYLOR: Anything he feels he can do well and be interested in.

Brother NUNAN: All our exhibitioners are taking up either medicine or law. I suppose we must postpone those subjects for the present?

Professor NAYLOR: I think so. The law may come fairly early, because it is not dear.

The CHAIRMAN: I do not think law would be an expensive thing.

Professor NAYLOR: Not at all.

The CHAIRMAN: But medicine would be one of the last because it is one of the most expensive.

Brother NUNAN: Law, then, you think, would come in very soon?

Professor NAYLOR: I think so.

The CHAIRMAN: We might have a lecturer on law at once?

Professor NAYLOR: I think so.

The SECRETARY: An extension of the Arts course would meet the law course I think.

Professor NAYLOR: I imagine local lawyers could be used to lecture on special propositions of law, and would be glad to do it.

Dr SMITH: I think so. I am holding a law examination myself to-morrow. They have a bad system at the University of London. At least they have a system which perhaps you do not approve of; that is, after a man has matriculated he can go into medicine and into law without going to any man. He is obliged to have a knowledge of Latin to matriculate, and one modern language, but he need not know any Greek, and can go there and become a Bachelor of Laws.

The CHAIRMAN: That is the same as Oxford and Cambridge.

The SECRETARY: That is the same as in most Universities, is it not?

The CHAIRMAN: After passing the little go you can go in for almost any examination under the sun; you can take your M.B. without taking an Arts degree.

Mr. ANDREWS: You seemed to think that the colleges ought to be more closely affiliated to the Universities, more closely under the thumb of the Universities than at Melbourne?

Professor NAYLOR: Yes.

Mr. ANDREWS: You would not have them founded practically by outside bodies, religious bodies or anything of that kind, and entirely supported by them?

Professor NAYLOR: I do not say that altogether, but I would like the University to have more direct control over them than they have in Melbourne, if it were feasible.

Mr. ANDREWS: Should it be financial control, or should it be rather by the appointment of officers?

Professor NAYLOR: I think the University Council should have some say in the appointment of the Master or Rector of the college; that the Committee of the college should become combined somehow with the Committee of the Council in order that the University should have some control so that undesirable men may not be put in such positions.

Brother NUNAN: I think that in Sydney the University exercises no such control?

Professor NAYLOR: They do, I know, in the case of the Ladies' College. That is the only one. Indirectly they will be doing in Melbourne before long, because they are going to have a system of extra mural teaching to be recognised by the University, and that controls the standard of teaching in the colleges in a very desirable manner. The college that does not possess an extra mural teacher, as it were, licensed by the University, will fall back, and so they exercise an indirect control in that way which is good.

Mr. ANDREWS: I have very much pleasure in moving a vote of thanks to the Professor for the information he has given us this afternoon.

Dr. SMITH: We will all second it.

The CHAIRMAN: We will all carry it. Mr. Professor, we are very much obliged to you. We want to find out everything we possibly can before we begin to make a report to Parliament, and it is far better for us to have someone here who can tell us first hand than to take out pickings.

Professor NAYLOR: I am very pleased to have done what I could.

Proceedings then terminated.

APPENDIX III.

DR. HACKETT'S REPORT.

Report to the Commission appointed to consider the question of establishing a University in Western Australia.

Gentlemen,—

You will remember on my leaving for England to attend the meetings of the Imperial Press Conference, last March twelve-month, I was requested to enquire into the working of some of the most recently founded English Universities, and to report to the Commission on my return. The report, I fear, will be neither as informing nor as suggestive as I had hoped to make it. I was prevented from freely moving about by a crippling attack of gout, which, with the claims of the Press Conference, combined to curtail the number of Universities I found it possible to visit, and, in consequence, limited the information I was able to secure. I specially regretted that a courteous invitation from Dr. Gore, Bishop of Birmingham, to be his guest while examining into the working of one of the most successful and original of the new Universities—that of Birmingham—could not be accepted. But I was able to learn something at first hand from some of the working heads of Manchester, and Sheffield, and, in Ireland, of Belfast—one of the very latest. My enquiry did not touch, of course, those older foundations which cannot be reproduced in Western Australia, where the surrounding conditions and historic associations which have shaped their life and influence are essentially and peculiarly their own. I occupied myself with the great modern Universities of England, none of them older than ten years, with the exception of the Victoria University of Manchester, and this although its history dates from 1880, was reconstituted as late as 1903. The others, Birmingham (1900), Liverpool (1903), Leeds (1904), Sheffield (1905), and Bristol (1909), are the gift of virtually the first ten years of the present century. These are independent of some half score of University Colleges in England alone, subsidised from the Imperial Exchequer, and some of which are clearly destined to attain full University status before many years are over.

MODERN ENGLISH UNIVERSITIES.

These Universities have been derided as merely glorified technical schools. Everywhere, however, the service is being more fully appreciated which has been suggested to his mind a complete misapprehension of the University idea. Other Universities need now have no fear of suffering either in credit or influence rendered by these bodies in providing the technical student with advanced courses, and in elevating the cultivation of the practical arts of life to the University standard. On the other hand those classical and higher science subjects, which till recently were inseparably bound up in the popular mind with the idea of what a University should make compulsory in its prescribed courses, are by no means neglected. But, it is not to these that the institutions mentioned owe their popular-

ity and their distinctive results, though their success all-round has for the most part been brilliant. The noteworthy points are the degree in which the teaching enters into the everyday needs of the working life of the community, and the provision made for instruction and research in those material arts which go to make a country progressive, existence easier, toil more honourable and better rewarded. It is not easy to assess at its full value the courage which, for instance, led Manchester early to embrace in her University curriculum subjects whose admission must have excited honest laughter in the soul of the typical graduate of the day. Such studies were for him outside the University pale, through following the example of Manchester, or of the great University of the Midlands, in appointing professors and lecturers in such commonplace subjects as commerce, education, social science, public health, technology, dental surgery—a name of offence to the old medical schools—and offering special instruction in such arts as bleaching, dyeing, paper-making, accounting, brewing, textile manufacture, and the like.

I dwell upon this because it gives me the opportunity of striking the key-note of this report, and, once more, of insisting that whenever a University is established in Western Australia it seems clear to me that its chief solicitude must be for those primary arts of production on which the life of the State depends, and that its success should directly flow from the popular instruction it is able to provide. Instead of putting the classics, for example, in the chief rank, we must aim at teaching the living languages. In place of chiefly occupying himself with the more ancient and exalted schools of pure science the student's eye should for preference be generally directed to proficiency in such subjects as agriculture, mining, and technical work. Not that the older courses should be shut out of sight, but let the respective positions of the old and the new be revised. Let the latter be called to priority of place—priority which will bear due relation to the actual requirements of our people, and to the income of those who desire to secure for their children or for themselves that more advanced training in practical subjects, which should be offered by the University of Western Australia. There is, moreover, no ground to fear that classics and the higher mathematics will undergo eclipse either in the proposed University or in the Secondary Schools of this State. So long as the Rhodes Scholarships are with us, and the ultimate objective of the successful candidate will be the studies of the historic foundations, so long will it be a matter of material import to maintain at a sufficient level the teaching in the subjects which still hold pride of place in the older homes of learning in the United Kingdom. For we cannot doubt that in accordance with the practice of the Eastern States the Rhodes prizes will be reserved here, as there, for those who have taken a logical University degree.

SCHEMES OF GOVERNMENT.

As regards teaching, almost any of the new Universities afford just the example and the help for which we are looking. They are for the most part in this respect identical. Manchester, indeed, forms in one feature an exception to her sister Universities. She has constituted a theological faculty—a step other foundations have been too timid to imitate. It is worth noting, however, that Dr. Hopkinson, the Vice-Chancellor of Manchester, assured me that the theological was among the most successful of all their faculties in Manchester. But, if we can safely follow their suggestions in teaching and in internal organisation, it seems otherwise with the constitutional side of the question—the preliminary problem of all—the case in which I had hoped for most hints of assistance, and in which I obtained least. Nothing of value, I submit, can be gleaned from any constitutional pattern supplied by the Universities mentioned. In all directions the government of the new English University strikes the onlooker as carrying too much top hamper. To Australians who have learned to do things in the way that shall be at once the simplest and the most direct, it may not be easy to explain how so intricate a system of government commended itself to the founders of the new University. Checks are found to clash at innumerable points, powers and authorities overlap, similar or the same work seems entrusted to competing bodies. Under a similar condition, in Australia, we should be safe in prophesying a deadlock at almost every movement of the University machine. Take the governing scheme of the Victoria University of Manchester, the elder sister—apparently the pattern and type of all. There is the Chancellor, the “head and chief officer of the University,” and who can be a very active officer if he so pleases. There is the Vice-Chancellor—in most Universities the true head of the Executive. When we come to the controlling bodies, if we seek for the executive and legislative powers we find them widely distributed. There is, at the top, an absolute authority, the University Court, which is “the governing body of the University” with “power to regulate and determine all matters concerning the University.” Next we meet the University Council, which is not only the executive body of the University, but has also “power to draft statutes and ordinances,” for submission to the University Court. After these bodies follows a Senate invested with “the control and general regulation of instruction and education in the University,” with “power to discuss and pronounce an opinion on any matter relating to the University.” Then we have the bodies “responsible for the courses of study”—subject to the control of the Senate, the faculties, and their individual Boards, which can unite in a general Board. Lastly Convocation stands behind all with its rights of election to the Chancellorship and to membership of the Court of Governors. It is endowed with “power to discuss and pronounce opinions on any matter relating to the University,” and “may enter into communication directly with the Court, Council, or Senate, on any matter affecting the University.” The Court consists of 92 members—the Council of 24—the Senate of 41—and Convocation of 1,061 members. If they be looked for, a power and opportunity of general interference with each other can certainly be discovered by each and all of these bodies. But this is not all. The difficulties of these constitutions do not end with the multiplication of autonomous executive and legislative chambers. There is a still greater novelty in their constitutions. The founders were careful to secure the goodwill and support of the leading institutions, interests, and individuals in the neighbourhood of the University. Take Sheffield. The Court—the governing body of the University—contains in addition to its offi-

cial members the Mayors of eleven cities and towns, the Chairmen of five County Councils, the local members of the House of Commons, the headmasters and mistresses of approved secondary schools in Sheffield, the Recorder and Town Clerk of Sheffield, the Archbishop of York, and five Bishops of the northern province, and some extra clergymen. Nor does it stop here. In addition to these are the members of the Court who represent institutions, education committees, municipalities, commercial bodies, and various literary and industrial societies in the vicinity. According to the Imperial Education report there were in 1908, besides officers, 22 members for life, 67 members for ten years, 105 ex-officio members, and 104 representative members, or over 300 members in all. In Manchester, Convocation had 1,061 members. The reason for all this is obvious. The founders sought to enlist the sympathy and the munificence of all who could be brought to acknowledge any connection with the University.

OBJECTIONS TO THESE CONSTITUTIONS.

But, it is possible that by so doing they gave an unintended but mischievous bent to the constitution. The complexion of the Court becomes strongly local, and among the worst of the mistakes which could be made in the establishment of a Western Australian University would be to allow the voice of localism to be heard. In the case of our own State the University must be in no sense provincial, but national in the fullest and most pregnant meaning of the word. On the other hand, this special appeal to the district itself, directed to the pride and patriotism of those connected with it, has probably made it possible for the dreams of the founders to be realised at a far earlier date and far more effectively than could have otherwise been brought about. But to the Australian it is not clear how it is these bodies are not in continual conflict, or how the jars and jealousies incidental to such cases allow any business to be done. It assuredly could not work in a land where members of governing boards and committees are accustomed not only to ascertain their rights, but to put them to very effective exercise. How, then, are deadlocks prevented? From a cursory glance all seems to depend on the connecting link between all these powers. Whoever may be the authority who possesses an official seat and voice in the majority of these governing chambers (whether he be Chancellor or Vice-Chancellor, Principal, or Registrar) is the man whose knowledge of the business, tact, and temper are responsible for the smooth and efficient running of this complex machine. In any event, it is obvious that it is not in this direction we ought to seek for the model of the constitution we shall need for the University of Western Australia. There are in all, besides the University Colleges, 17 Universities now at work in the United Kingdom—a noble evidence of the public spirit, generosity, and desire for popular education in that part of the old land. But, there is no need to dwell further on these instances. Plainly their conditions are not ours. On the other hand, we have it in our own power to avoid what may appear to us to be their mistakes.

CANADA.

But, before expressing a personal opinion that in place of an alien and unsatisfying adaptation we may get what we want from proved examples nearer home, I ask to be allowed a few words about the collegiate work being done in the Dominion and the United States. There does not seem to be anything in the constitutions of either country which will be of any great help to ourselves, but any remarks on University education

would be imperfect without an allusion, however brief, to what is going on in Northern America.

In her forward march, Canada has given a leading place to University education. Adopting the best features of the American and English types, in certain directions her collegiate creations have put her ahead of all her sisters throughout the Empire. To her for example the grievance of confining University teaching and training to the town in which the University was situated seemed of such special moment that she has taken active steps to set this wrong right. To a considerable extent she is securing what she wants. By establishing a connection between the higher and the subordinate systems of instruction, a serious attempt is being made to fulfil Huxley's definition of what a national system of education should be, "a great ladder with one end in the gutter and the other in the University." Her success in this direction has been obtained by her linking up all of her educational grades. Ontario, with her three Universities, is seeking how to make her collegiate education national, and finds a solution possible by the use she makes of the High School system. A number of these schools have been staffed and organised so as to provide practically a first year's University course. By this expedient two advantages have been gained. The University and its benefits are no longer limited to a single town, but are spread far and wide, while those unable to afford the time and means required for personal attendance at the teaching of the University have their wants sensibly aided and relieved. Ontario works on the maxim that "if the student cannot go to the University, then, at least in the earlier years of instruction, the University will endeavour to go to the student." There is an objection on the surface to all this. The work is so costly that, however much it may be desired, it is impossible yet to experiment on similar lines in this country. But, assuredly somewhere in this direction lies one at least of the roads which will enable us to place the higher education in some measure at the disposal of those who are eager to eat of the fruits of the land of promise, but for whom circumstances fatally bar the door.

AMERICAN EXPERIMENTS.

It is in America that the true collegiate idea has received its highest development: There is nothing of which she can be more justly proud than her University system. Well founded is her boast of Harvard, of Yale, of Columbia. But equal, perhaps more worthy still, is her pride in the modern developments of Cornell and the Universities of the West. One of the shining glories of the United States—her University work—it is difficult to speak of without finding an enthusiasm kindled almost equal to her own. "The University in America," writes Mr. P. Board, Under-Secretary for Education in New South Wales, in his admirable report, presented to the Legislative Assembly of that State, "stands intimately related to the people. The son of the farmer as well as of the city man looks forward to entering it." "In some States the University is a public utility, as are the waterworks and post offices. The American people act as if they believed in their Universities as necessities." "In fact, the Universities fill such a large part in the life of the people and come into such close contact with the practical interests of the people that they are felt to be indispensable. The American University is the biggest expression of the American ideal of democracy." It can almost be said that every class of willing student is provided for; every subject finds an instructor; every method by which teaching can be conveyed is enlisted in the public service. The

typical American who pays us a visit speaks with astonishment of the fact that Western Australia possesses no University. Mr. Franklin Matthews, of the New York Sun," who accompanied the United States fleet on their recent visit to Australia, writes in reference to the project of a University for Western Australia:—"Whatever scheme you adopt the best thing you can do is to get a University started. It would be the most magnificent monument you could leave. The time is opportune for a start at least. I hope if you do get one started along the Cornell lines you will let me come down and help you give it a send-off. I am intensely interested in the matter, and will be glad to do all that I can to help."

It is impossible to estimate the scores of millions sterling in lands and hard cash which have been placed at the disposal of the American Universities within the last fifty years, and this applies to both private foundations and State institutions. But, of the two, the State institutions are said to be distinctly outclassing the privately-endowed. Of the State University, Mr. Board tells us, "its field of investigation covers all of the practical problems of the State, agricultural, industrial, political, social, and moral. It aims to become the instrument of the State in its up-building." Nor is money stinted. One of the latest and best examples, the State University of Wisconsin, receives a sum annually nearly equal to one-seventh of the revenues of the State.

CORRESPONDENCE STUDY.

Confronted by the same problem which Ontario is endeavouring to solve through the elevation of certain of her high schools, the State of Wisconsin is seeking a solution of the same puzzle, but in a different direction. The correspondence course of study, which has only just been put in operation, strikes a new note in University development. It is another instance of the University reaching out its hands to help the country student. It claims that "it adds to the resources of life, of education, and of industry," that "it gives practical assistance to the farmer and the mechanic, to the professional man and the business man, to the employer and employee, to teacher and student, to housekeeper and homemaker." "The teaching is done by mail, and is personal and individual. Every student studies and recites the whole lesson, and comes in contact with the teacher as an individual not as a member of a large class. The method is simple to a degree. The correspondence study department provides advanced courses designed to help persons, graduates and others, in professional or practical life to keep in touch with certain advancing conditions of science and knowledge." The experiment is said to be a thorough success.

These two elaborations, the utilisation of the high or superior Secondary School to bring advanced instruction into the country districts, and the establishment of the correspondence study department, which carries University teaching directly into the home whatever may be the distance from the central and instructing institution, are among the most important contributions made in the last few years to the reformed science of University education. The correspondence study department is a development of the ideal of Cornell as a place where "any person may find instruction in any study." Especially is this to be remarked by the manner in which it has forced the practical and industrial element to the front as subjects for University powers and degrees. In our own arrangements for the future, we cannot do much better when funds permit than keep a careful and appreciative eye on the wise conceptions now being developed in Wisconsin and Cornell.

As regards her schemes of University government, every description is to be found on trial in America, whether almost autocratic president or principal, nominated committee, State Minister, representative board appointed wholly by graduates, or popular election. The forms of control would require a report in themselves, and the time would hardly be lost which was devoted to an explanation of the advantages of the presidential type of government. Possibly it may be yet found that the nearer the merits of the head of the executive in the Australian University lead him to approximate in power, privileges, work and sense of responsibility to the American collegiate president, if he be the right man in the right place, the better it may be to allow him continually larger powers of administrative control. In any event, I hold the opinion whatever system is adopted that any success a Western Australian University may secure must be the result very largely of the efforts of the executive head working of his own initiative, but loyally assisted by the confidence of his fellows.

OUR OWN MODEL.

It seems impossible, however, in the face of one objection or another, to recommend the adoption in the State of any one of the English or American schemes of government to which reference has been made. They would be at best experiments in this country, and, while even pure experiment might be justified if there were no other model, there seems no sound reason for ignoring the lessons to be learned from a form which has grown up in our midst, and which has weathered the trying experiences of so many years. Certainly it is better to see if something cannot be made of what we have ourselves in preference to an attempt to acclimatise an exotic in design and working. The Australian type, such as exists in Melbourne, Adelaide, and Hobart—and Sydney may be included though with qualifications—has, with some decided improvements, been lately accepted for the new University of Queensland. It has its weaknesses, but it also contains features which distinctly commend it to approval, and would seem to justify its adoption in the one State in the Commonwealth as yet, though we may hope not for long, unprovided with a University. The Australian constitution is simplicity itself. The governing body consists of two Chambers. In what may be called the primary chamber all powers of administration are lodged, and all legislation is initiated at its table. The secondary chamber fulfils several functions. Among others it is the constituency which elects to the primary chamber and, except in Sydney, legislation depends upon its acceptance by both bodies. The primary chamber holds exclusive jurisdiction in matters of finance, in the framing and the carrying out of by-laws and regulations, and generally in the conduct of the administration of the University. Entrance is obtained into this, the executive body, by election from the other chamber, which for the most part consists of graduates, sometimes graduates of high rank. This form of government has the merit of being simple, direct, effective, and well defined. Such a constitution has done undoubtedly good work, but the imperfections are obvious, and if this is the pattern to be adopted these imperfections must be guarded against. A body constituted as is the

secondary chamber is liable to become narrow-minded, and experience has shown is prone to a cautious conservatism, as was clearly intended by the founders.

As was clearly intended by the founders, its eyes naturally turn upon the conventions and practice of the more venerable seats of learning. It must lack close connection—it may lack sympathy—with the main body of the community. Its constitution is deficient in breadth and flexibility, nor does it make a sufficient appeal to popular aspirations. On the contrary, there seems to be a tendency to keep the doors closed against the entrance of any such feeling. Is it a mistake to say that in the inmost hearts of this constituency there exists a belief that the less they hear of popular ideas and movements the more in keeping is it with the true University tradition? Spite of many liberalising acts and reforms of later years it is still accused of being blind to the sweep of the developmental forces that should be at work within and without a national University. The key of the position is the electoral Chamber. The life, teaching, aims, and government will be such as this body desires them to be. But is a close corporation of graduates the best fitted to direct the chief of our educational institutions into the new paths which lead from the stored up treasures of the past to those awaiting exploitation in the future? As Mr. Board asks:—"Does the election of Senators by the alumni not imply that the alumni are the only persons interested in the policy of the University? Are the students of the past the only persons so interested in what the University does that they should hold a monopoly of electoral rights?"

In typical Melbourne the elector must be not merely a graduate, but a graduate of the higher degrees. No one under the rank of Master of Arts has a right to vote. Such a constitution can be hardly intended to carry out fater University ideals. But the framework may well be accepted with fitting modifications. Once this is brought into accord with popular needs, with its attention fixed in the first instance on the practical arts and the applied sciences, as the primary purpose of its mission, the Australian type, reformed and modernised, may well give us the form of government that we desire for a national University.

Before I conclude I ask leave to repeat once more my personal conviction that the success of any University established for this State will be dependent on its conforming to certain conditions. Its constitution must be broad based and free from complexity of action. Its internal organisation must be characteristic of the State, and be in perfect sympathy with the national demands. In its education, the foremost place must be given to modern subjects and to practical work. I trust there will be no iconoclasm discovered in all this. Least of all is there any desire on my part to make light of those ancient studies which have made splendid the learning and teaching of centuries past. We want these also, but they will occupy a less lofty stage. If the old gods be dethroned they will not be dishonoured, but the practical and useful must at all costs be provided for. The rest may keep pace alongside or follow as occasion allows.

J. W. HACKETT.

Perth, May, 1910.

APPENDIX IV.

Information sought from Other Universities.

Note.—The Commission desires that Universities in framing their replies will note the following points:—

- (a) That when established this will be the only University in the State of Western Australia, the nearest being that of South Australia, over 1,000 miles away.
 - (b) That owing to limited funds at the disposal of the Government, and the fact that there are no private endowments, strict economy will be necessary in the establishment of the University, so that in the beginning the number of Faculties will probably have to be limited to three or four.
1. In the light of your experience, what Faculties would you suggest as essential at the outset without regard to any local circumstances?
 2. At the commencement of your University what Faculties were established, and what administrative officers were appointed?
 3. What are the fees charged to each student of each Faculty in each year?
 4. What buildings did you find necessary at the commencement, and what arrangement did you find most satisfactory?
 5. Please give the following particulars in regard to your University?—
 - (a) Initial capital expenditure on establishment.
 - (b) Income during first year of establishment from—
 - (i.) State aid.
 - (ii.) Fees from Students.
 - (iii.) Interest on endowments.
 - (c) Expenditure during the same period.
 - (d) Present annual income and expenditure.
 6. What lands available for University and collegiate purposes are attached to your University?
 7. Were they secured by grant from Government, by purchase, or by private endowment?
 8. What special advantages do you consider the form of government in operation at your University possesses?
 9. To what extent are students who are unable to pay the ordinary fees assisted by—
 - (a) State aid, either in the way of scholarships, or by other means.
 - (b) Private endowment?
 10. What conditions of residence, if any exist in the case of students, and is attendance at lectures compulsory?
 11. What is the average professorial salary, and what are the conditions of tenure, particularly from the standpoint of whether the professors are allowed private practice in any way, or are allowed to secure fees apart from their appointment?
 12. What was the population of your State (or of the district served) at the time of the establishment of your University?

13. Can you forward any literature that might assist the Commission in discussing the general question of the establishment of a University?

INFORMATION SOUGHT FROM THE UNIVERSITY OF ADELAIDE.

Question 1.—In the light of your experience, what faculties would you suggest as essential at the outset without regard to local circumstances?

Answer.—A. First, ARTS. For the reason that general culture is the first essential, and as no laboratory work is required there would be no large outlay for apparatus, etc.

B. Secondly, if on the score of economy, LAW. This course could be maintained with one Professor assisted by practising Barristers in practical subjects. Some of the students do not proceed to the degree but only to a certificate in the more practical subjects such as, The Law of Property, Law of Contracts, Law of Wrongs, Law of Evidence and Procedure, and Constitutional Law. This certificate qualifies them for admission as Practitioners of the Supreme Court.

This is the least expensive school to maintain. The Professorship of Law is an unendowed chair, and students' fees meet about half the disbursements.

C. It would probably be more advantageous to begin with the Faculties of Arts and Science rather than Law. For the following reasons:—

- (a) Several subjects in the curricula might be common to both degrees, e.g., Physics, Mathematics, and Chemistry.
- (b) Professorial work would be conserved.
- (c) The Technical School in Perth is affiliated with the University of Adelaide, and the curriculum in Mathematics, Physics, and Chemistry, up to the Pass (not Honours) standard for the B.Sc. degree is recognised.
- (d) The School is equipped with laboratories and apparatus so that much of the initial cost in this direction would be avoided.
- (e) The B.Sc. degree, with or without the course in Applied Science (see Calendar, page 117) would naturally suit the peculiar needs of a community like Western Australia.

It may be a matter of surprise that so large a number of women take the B.Sc. degree. Probably this is to avoid Greek, which is not taught at many girls' schools.

Provision should be made for the early establishment of a Faculty of Medicine, and care should be taken that women be admissible as early and as fully as men; in fact, women should be admitted as freely as men to the various Faculties.

Question 2.—At the commencement of your University, what Faculties were established, and what Administrative officers were appointed?

Answer.—(a) The Faculty of Arts only. Then Science, Law, Medicine, and Music, in the order named.

(b) A Council of twenty members, Chancellor, Vice-Chancellor, and Registrar.

Question 3.—What are the fees charged to each student of each Faculty in each year?

Answer.—The fees vary so much that you are respectfully referred to the University Calendar, pages 101, 105, 110, 111, 115, 116, 119-124, 128, 131, 135, 140, 141, 144, 147, 151, 156, 159, and 214.

Question 4.—What buildings did you find necessary at the commencement, and what arrangements did you find most satisfactory?

Answer.—At first rooms were hired, as the teaching was nearly all theoretical. When the University buildings were erected provision was made for a Library (which was also the Assembly Hall) for lecture rooms, a Physical Laboratory, a Chemical Laboratory, Geological and Botanical Museum, Council Room, Professors' Common Room, and Registrar's Office.

This arrangement was perfectly satisfactory for many years, until other Faculties were added and students increased in numbers. It would have been more economical and satisfactory if, at the beginning, provision for expansion had been made.

Question 5.—Please give the following particulars in regard to your University:—

(a) Initial capital expenditure on establishment.

commenced in hired rooms. Our first buildings were erected at a cost of £26,091. The total cost of buildings to date is £94,384.

(b) Income during first year of establishment from—

(1) State Aid.

Answer.—Year 1876. Government subsidy of 5 per cent. on endowments (see clause 15 Act of Incorporation, Calendar page 401), £2,400. Rent from lands endowment by Government, £212 11s. 5d.

(2) Fees from students.

Answer.—£198 11s. 6d.

(3) Interest on endowments.

Answer.—£2,505 12s. 1d.

(c) Expenditure during the same period.

Answer.—£5,333.

(d) Present annual income and expenditure.

Answer.—Income for 1908, £21,963 19s. 5d. Expenditure for 1908, £21,427 19s. 8d., vide Calendar pages 356 to 361.

Question.—What lands available for University and collegiate purposes are attached to your University?

Answer.—Five acres in the City for University buildings. Fifty thousand acres of country lands for revenue purposes. The latter have recently been repurchased by the Government. A sports ground of six and a half acres of the City Park has since been secured on lease.

If your University is going to have an endowment of country lands it would be well to have some one conversant with the management of such lands, upon your Council.

A great mistake on the establishment of this University was parsimony in the land granted for carrying it on. The five acres are barely sufficient for the buildings required for the practical work of the University. No sports ground was provided, and this is an essential requirement. There should also be space for residential colleges and houses for the Professors. For these purposes a ground of 200 to 250 acres would not be more than adequate. It is necessary to make proper provision for future expansion.

Question 7.—Were they secured by grant from Government, by purchase, or by private endowment?

Answer.—By grant from Government.

Question 8.—What special advantages do you consider the form of government in operation at your University possess?

Answer.—The University is governed by a Council consisting of 20 members. The members are elected by the Senate. Professors of the University are eligible for seats on the Council. Each member is elected for three years, and on retirement is eligible for re-election. The Senate consists of all graduates of the degree of Master or Doctor, and of all other graduates of three years' standing, including graduates admitted *ad eundem gradum*.

The Council is the administrative body, and is advised by the several Faculties and Committees. No Regulations or Statutes, or alterations in Regulations or Statutes can be made without the approval of the Senate. The Senate does not legislate, but only has the power to veto, approve, or make recommendations to the Council.

The form of government outlined above is considered of special advantage for the following reasons:—

(a) Any citizen of good standing is eligible for election to the Council, and need not necessarily be a graduate. This provision enables the Council to have the assistance and advice of eminent men in the professions, and in commerce and industry.

(b) The presence of Professors on the Council brings the purely academic side of University life under direct notice of the Council, and makes intimate contact with the internal administration possible.

(c) In addition to the Faculties, there is an Education Committee, of which all the Professors are members, together with certain members of Council.

(d) The Senate's power of veto prevents experimental legislation or unwise acts. The Senate also controls the election of members of Council, and therefore makes it its business to see that reputable members only are returned.

(e) No religious test is administered to any person in order to entitle him to be admitted as a student.

(f) Women are admitted as students on an equality with men, and have equal privileges.

The liberal legislation of late years has had a most beneficial effect upon the University.

Question 9.—To what extent are students who are unable to pay the ordinary fees assisted by:—

(a) State aid, either in the way of Scholarships or by other means.

(b) Private endowment?

Answer.—(a) You are respectfully referred to the following pages of the University Calendar—245 to 248.

(b) Calendar pages 238 and 322.

There are a number of other Scholarships and Prizes, but they are not exclusively for students who cannot otherwise pay fees.

Question 10.—What conditions of residence, if any, exist in the case of students, and is attendance at lectures compulsory?

Answer.—For reply to the first part of the question please refer to page 401 of the Calendar. The University, however, has no affiliated colleges.

Yes. Attendance at lectures is compulsory, but the Council have power to grant, under exceptional circumstances, dispensation from attendance. The Council generally grants exemption from attendance at lectures if withholding it would prevent the student from continuing to earn a livelihood, or if distance makes attendance impracticable. The Council never grants exemption to students living in States where a University is already established so as to avoid intrusion upon a territory for which a University is provided.

Question 11.—What is the average professorial salary, and what are the conditions of tenure, particularly from the standpoint of whether the professors are allowed private practice in any way, or are allowed to secure fees apart from their appointment?

Answer.—(a) At present the standard salary is £600 a year on appointment and £700 a year after five years' tenure of office.

(b) Conditions of tenure. In the first instance for a term of five years. Subsequently an appointment runs on subject to six months' notice on either side expiring on the 31st December in any year.

Originally the salaries were £1,000 a year. Until recently each Professor was required, under the terms of his appointment, to examine candidates in his own subject in the Public Examinations, without fee.

(c) No Professor, except with the special permission of the Council, is allowed to have private practice, or to earn fees. This does not apply to Lecturers. The Professors of Anatomy and Physiology are permitted to act as Consulting Surgeons.

Question 12.—What was the population of your State (or of the district served) at the time of the establishment of your University?

Answer.—The first academical year was 1876. The population of the State was 225,677, and of the City of Adelaide 31,573, or, including the suburbs, about 80,000.

Question 13.—Can you forward any literature that might assist the Commission in discussing the general question of the establishment of a University?

Answer.—Yes. A copy of the University Calendar. Please refer to the Preface and also to the Letters Patent, page 395; the Act of Incorporation, page 397; the Statutes, pages 70 to 97, and the Regulations of degree courses, pages 98 to 159.

An Act of Incorporation would be sufficient for local purposes, but it is all important to have a Royal Charter. With a Charter the degrees would be recognised as academic distinctions and rewards of merit, and be entitled to rank as fully as if the degrees had been granted by any other University in the British Dominions.

CHAS. R. HODGE, Registrar.

July 14th, 1909.

ADDENDA.

The Chancellor.

The Chancellor regards the Arts Course as essential to the existence of the University. Without an Arts Course the institution would only be a School of Law, Medicine, or Science. The establishment of these courses is a question of demand and of funds. The Law Course can be established at the lowest cost, as in most places competent Lecturers can be obtained, though it is imperative to have a Professor at the head

of each School. The Law Course, in the Chancellor's opinion, is as deserving of endowment as Science or Medicine.

The Vice-Chancellor.

Law.—There is no doubt that students in Law are immensely benefited. The Faculty of Law in Adelaide has done for its votaries very much more than impart law to them. The whole status of the Profession has been raised, not only in point of learning, but in point of social standing. Now-a-days, the Profession consists almost entirely of gentlemen in the true sense of the word, and these are often cultured men as well as learned in law.

Divinity.—Power should be obtained to confer degrees in Divinity. If based on the system in Trinity College, Dublin, much opposition will be disarmed. So unsectarian are the Divinity degrees there that a Mohammedan can take one.

The Council.—There is in the University Act a curious provision to the effect that, in the Council, there shall not at any one time be more than four ministers of religion. I think that the fewer clergymen there are in the Council the better, but consider the prohibition is unwise. Constitute wisely the body which is to elect the Executive Council, and then trust to the discretion of the electors, but do not place one entire profession under a ban. Make sure that a goodly proportion of the Council will be business men.

Buildings.—Consider well, before building, what character of buildings shall be erected. Do not expend too much money on erecting handsome buildings while, in order to afford beauty, the want of funds compels the curtailment of accommodation for Staff and Students. Build as part of a whole upon plans providing for many and larger buildings than you can afford to erect at once. Let your plans be so comprehensive as to prefigure one homogeneous building or group of buildings, of which you will at first build only a part. They should be placed as near as can be to the centre of the City, in order that access to them may be easy. Evening lectures require that only short distances should be traversed in order to reach the buildings. Also as the University grows, public lectures are sure to be delivered. The University should certainly provide public lectures as well as lectures for students only. Large audiences will not assemble if the University is situated in some distant suburb.

CHAS. R. HODGE, Registrar.

Note.—The term "Council" in the University of Adelaide corresponds to "Senate" in the Western Australia Draft Bill.

THE UNIVERSITY OF SYDNEY. ANSWERS TO QUESTIONS.

1. The Faculty of Arts, including the Ancient Classics, Mathematics, Modern Literature, Philosophy, and the various branches of Natural and Physical Science.

2. The University of Sydney commenced with the Faculty of Arts.

Professorships were established in Classics (Latin, Greek, and Logic), Mathematics, and Chemistry and Experimental Physics, and Lectureships were soon afterwards established in Modern Literature, Philosophy, etc.

A Registrar was appointed who acted as Secretary of the Senate, and generally as administrative officer under the Chancellor and Vice-Chancellor.

3. In the Faculty of Arts, First Year £18 18s., second and third years £15 15s.

In the Faculty of Law £25 4s. a year.

In the Faculty of Medicine, first, fourth and fifth years £25 4s., second and third years £28 7s.

In the Faculty of Science £22 1s. for each year.

In the Department of Engineering £28 7s. for each year.

4. The University of Sydney at first occupied a building previously erected by a private company called the Sydney College, which had been used as a Grammar School. That building is at present occupied as the Sydney Grammar School.

Some eight years after its establishment the University was moved into the present main building, which had been erected on ground granted for the purpose in accordance with plans specially prepared. These provided for lecture rooms and Professors' private rooms and offices, as well as for a residence for the Principal, but not for practical laboratory work, which was at that time not considered an essential part of the University course. Laboratories for practical work have since been erected on separate sites on the University grounds. No residence is provided except for caretakers.

5. (a) In 1853 an Act was passed to provide a building fund of £50,000 for the erection of the University, and a sum of £100,000 was added shortly afterwards.

(b) (i) £5,000

(ii) A very small amount.

(iii) There were no private endowments in the first year.

(c) The Government endowment of the first year was expended chiefly in preliminary expenses, and in the purchase of books to form a foundation of the University library.

(d) About £49,000, including the income on private benefactions which are held upon trust for specific purposes such as scholarships, prizes, etc.

6. A grant was made by the Government of about 140 acres for University and College purposes. This was to provide for the erection of suitable University buildings, and also for the erection of residential colleges connected with various religious denominations. One portion of it has also been used as a site for the Prince Alfred Hospital, which is the main training hospital for the University medical students.

7. By grant from the Government.

8. The government of the University is vested in a Senate consisting of 16 members, elected by the graduates for life, and not fewer than three nor more than six ex-officio members who are Professors of the University in such branches of learning as the Senate from time to time by by-law selects. The subjects selected are the subjects of the Chairs of the Deans of the several Faculties of Arts, Law, Medicine, and Science.

The Chancellor is elected by the Senate for a term of three years, and is the Chief Officer of the University.

The Vice-Chancellor is elected for a period of one year.

9. (a) The State grants annually twelve bursaries, consisting of payments to the Bursar of sums varying from £20 to £50 a year according to their place of residence, to enable them to graduate in Arts or in Science. These are tenable for three years, and the University gives remission of fees to the Government bursars.

The University also grants remission of fees independently of these bursaries to deserving students who show that their financial circumstances are such as to preclude their attendance without some such concession.

(b) The University awards eighteen bursaries of sums varying from £20 to £50 per annum with remission of fees in the Faculties of Arts and Science, all established by private benefaction.

There are also thirty scholarships for which students may compete, and which are awarded without reference to financial needs.

10. Attendance at lectures is necessary.

Students are at liberty to reside in their own homes, or in one of the affiliated colleges, or in lodgings at their option.

11. The appointments of Professors of late years have been made on the following conditions:—

A Professor receives a salary at the rate of £900 per year, and has the right to retire with a pension, at the rate of £400 a year, after twenty years' service, provided that he shall also have attained the age of fifty years; and provided also that he shall have given six months' notice of his intention to retire, such notice to terminate on the 31st of December. The tenure of office is during good behaviour subject to the following limitations:—

(a) If the Professor shall become, in the opinion of the Senate, incapacitated for performing the duties of his office, the Senate shall be at liberty to appoint a substitute pro tempore, who shall be paid from the Professor's emoluments, or to dispense with his services, in which latter case the Professor, if not coming under the provisions of Section 5, will receive such an allowance as the Senate may think proper.

(b) The Senate shall have an absolute right to determine the Professor's occupation of office, without cause shown, after he shall have attained the age of sixty years, and to place him upon the pension list.

(c) The Senate shall have power to remove the Professor from his office for misconduct. Such removal will involve forfeiture or reduction of pension at the discretion of the Senate.

If the Professor shall be removed from office after having served for twenty years, and having attained the age of fifty years, but before attaining the age of sixty years, for incapacity or any cause not involving misconduct, he shall be entitled to his full pension.

The Professor shall not have power to sell, assign, or commute his pension in any way. Such pension shall, at the option of the Senate cease to be payable in the event of its becoming vested in any other person than the pensioner.

The Professor shall not be entitled to any participation in the lecture fees.

Except with the consent of the Senate, the Professor shall not be allowed to engage in private tuition or practice, or in any profession or business. He will not be allowed under any circumstances to enter either House of Parliament, whether State or Federal.

Before appointment the candidate shall provide a Medical Certificate certifying to his physical fitness.

12. About 200,000.

13. A copy of a short Historical Account of the University of Sydney is sent with this reply.

ANSWERS BY THE UNIVERSITY OF TASMANIA TO QUESTIONS OF ROYAL COMMISSION, WESTERN AUSTRALIA.

1. It is suggested that the first Faculties to be considered should be:—

(a) Letters.

This Faculty in the University of Tasmania is presided over by the Professor of Classics and English Language and Literature, who has an assistant Lecturer in Latin, but the latter also takes some of the History teaching. There is also a Lecturer in French and German.

(b) Science.

The Tasmanian staff consists of the Professor of Mathematics and Physics, a Lecturer in Physics, who also gives teaching in Mechanical Engineering, Applied Mechanics and Mechanical Drawing, a Lecturer in Chemistry and Geology, a Lecturer in Surveying, and a Lecturer in Biology. A Chair in Mining Engineering was established, but had to be discontinued on the ground of expense. The subjects of Mechanical Engineering, Applied Mechanics, Mechanical Drawing and Surveying were then added to the Science Course as optional subjects, so as to enable students to do work in Tasmania which will give them the status in Melbourne and Sydney of third year students in the Engineering Schools of those Universities. Advantage is being taken of this method, and students are now completing their Engineering Course both in Melbourne and Sydney after taking their Degree in Science in Tasmania.

If it is not possible to establish a Faculty of Engineering in Western Australia at present, the establishment of a Faculty of Science (in which subjects of both Pure and Applied Science are included) is recommended as enabling students to complete part of their course in Engineering at home before going elsewhere to finish their training.

Attention is called to the Universities of Leeds and Birmingham, in which there is no Faculty of Engineering, but a full course in this subject may be taken for a degree in Science, no degree in Engineering being given; also the McGill University in Canada, where the same practice obtains.

The advantage of having a course in Biology has been before the University of Tasmania for some time, but it has not been possible to establish a lectureship until this year. It is now possible for students in Medicine to complete the first year of that course in Hobart before proceeding to Melbourne or Sydney.

(c) Engineering.

This Faculty would appear to be desirable, if not necessary, in the special local conditions of West Australia, but, if sufficient funds are not available, the course suggested above for Science is found workable and not unsatisfactory. Before this Faculty is established very full inquiry is recommended as to capital expenditure and annual cost.

(d) Law.

It is a matter for discussion whether Modern History should be included in this Faculty or in that of Letters, but if included in this Faculty one Professor will be physically unable to cover all the ground in both subjects, and assistance will be required in one department or the other.

2. Act of Parliament of the Colony, which was passed on 5th December, 1889, and came into force on 1st January, 1890, established a University to consist of a Council of 18 members (nine to be elected by the Senate and nine by both Houses of Parliament). Council

held first meeting in February, 1890, and appointed a Registrar in May.

In May, 1890, statutes drafted by University Council and passed by the Governor in Council provided for a "Board of Degrees and Qualifications" consisting of five of its members with the Vice-Chancellor as member ex-officio, its functions being to prepare schemes for exams. and report to Council on qualifications of persons applying for admission ad eundem gradum, or to membership of Senate.

In December, 1891, Statutes and Regulations were issued providing for Courses and Details respectively for Degrees of:—

Bachelor of Arts, and
Bachelor of Science.

In December, 1892, a First Examination for the Degree of B.A. was held under four Examiners of the Melbourne University Staff, in the absence of provision of teaching staff (Tas.).

In January, 1893, three Lecturers were appointed in

- (1) Classics and English Literature.
- (2) Mathematics and Physics.
- (3) Law and Modern History.

with a salary of £500 p.a. each, and fees for acting as Examiners at "Public" and "Degree" Examinations.

In May, 1893, were issued:—

Regulations of the Degree of Bachelor of Laws.

In February, 1894, the Statute of "The Board of Degrees and Qualifications" was repealed, and the following new statutes passed:—

Of the Board of Lecturers,
Of the Faculties:—

of Letters, Science, and Laws.

In December, 1895, the Lecturers were appointed Professors (the salaries and allowances remaining the same) and the "Board of Lecturers" became the "Professorial Board." Consequently the Instructors in Chemistry, Mathematics, and Modern Languages became Lecturers.

3. See Section of Regulations of Terms and Lectures appended.

4. The University of Tasmania is located in a building erected sixty years ago for a Grammar School, and quite unsuitable for modern educational requirements. A great part of the building was designed for residences for a Warden and Sub-Warden and for accommodation for boarders. A sum of five hundred and fifty pounds had to be spent on the building to fit it, as far as possible, for teaching purposes, and a laboratory for teaching Mathematical Physics was erected at a cost of £850. Since that date a Chemical Laboratory has been built, and a Biological Laboratory is in course of erection, to cost, with fittings, etc., £1,050; accommodation for Geological work is also urgently needed. When a decision has been arrived at as to what Faculties are to be established at present and in the comparatively near future, it is recommended that designs be invited for a complete range of buildings which may be erected as circumstances permit. The University of Tasmania was advised that chemical and biological laboratories should be detached from the main building.

5. (a) Initial capital expenditure was exceptionally small owing to the fact that, in consideration of a grant of five acres of land adjoining the Queen's Domain, Hobart, for the purpose of establishing "The High School of Hobart Town," its Council agreed that, in the event of the institution from any cause being dissolved or ceasing to exist, the land and buildings should revert to the Government of the Colony for the purposes for which the Institution was formed and established.

The land and buildings having been by Government vested in the University in December, 1892, the only expenditure incurred in order to start teaching in 1893 was, in round numbers, £1,400, for repairs and alterations to the existing school buildings and the construction of a Physical Laboratory and fittings, etc. (£850).

A Chemical Laboratory was done without until 1904, the Technical School Laboratory having been made available for University classes in the day time. The cost of the Chemical Laboratory buildings was £650, and the fittings £180.

(b) (i) £3,000 less £1,200 payable for old Tasmanian Scholarships, i.e., £1,800, plus balance in hand, from previous years' savings, £2,900
Total £4,700.

(ii) £254.

(iii) £125 interest on part of above balance, £4,628.

(c) £750, University Scholarships and Exhibitions.
£1,899, Teaching, including Extension Lectures.
£1,416, Building repairs, alterations, and construction.

£288, Exams. and Prizes.

£275, Sundry expenses.

Total, £4,628.

(d) Income—1907, £5,030 15s. 1d.; 1908, £5,749 1s. 5d. (including £500 special grant for building repairs and new drainage works). Expenditure—1907, £4,947 19s.; 1908, £5,494 1s. (including £430 13s. 6d. against special Building Grant).

6. Five acres, see answer 5.

7. From Government, see answer 5.

8. The constitution of the University Council differs from that of any other University in the Commonwealth in that one half of the members are elected by the State Parliament. The history of this peculiar feature of its constitution is that it was introduced into the Bill to ensure its passage through the Legislature, but it is not recommended for adoption. Its result has been to connect the University more closely with politics than is desirable. Attention is called to the Final Report of the Royal Commission on the University of Melbourne, page 16, as to providing for the inclusion in the governing body, or in the Faculties, of prominent men of the community, whether graduates or not, whose special knowledge may be of value, but no suggestion can be offered as to the method of election.

Care should be given to the question of the eligibility of members of the teaching staff for seats on the governing body.

In Tasmania the Professors are eligible, but the Lecturers are not. There is a wide divergence of opinion on the subject, and in a small University the desirableness or otherwise may largely depend on the actual equation of the Professor or Professors who have, or are likely to have, seats.

The constitution of "The Board of Studies" in Tasmania is found to be very satisfactory. The fact of some members of the governing body being joined with the teaching staff on this Board is of assistance to both, not only in discussion and deliberation but also in the final discussion and action by the governing body on reports submitted to it by the Board.

It is most strongly urged that on the foundation of the University of West Australia provision should be made of a capital sum for developments over and above the sum set apart for building. No such sum was provided in Tasmania, and consequently any sum required for capital expenditure, e.g., equipment in laboratories, provision of a library, etc., has to be accumulated by slow savings from a small grant. This has hampered the University greatly.

It is equally strongly urged that the State endowment should be provided by the setting apart of a capital sum to be vested in the University beyond political control. In Tasmania the endowment is an annual grant, which was for seven years persistently blocked in Parliament, and reduced by special legislation.

Attention should also be given to the question of University Exhibitions (Regulations p. 53 of Calendar) and University Scholarships (p. 54). These in Tasmania involve an expenditure from the endowment (£4,000) of a sum of £600 or £700 a year. If such Exhibitions and Scholarships are founded in West Australia they should not—though properly managed by the University—be provided out of University funds.

9. (a) Not at all. (b) Not at all.

There are, however, competitive Scholarships awarded annually by the Council, namely, a "First" Scholarship of £25 a year and a "Second" Scholarship of £15 to the students standing first and second respectively in each of two lists, one for the "Language and Literary" subjects and one for the "Mathematical and Science" subjects of the University Matriculation Examination. Each scholarship is tenable for three years, requiring therefore a provision in the estimates of £240 for Scholarships only. Besides this, should any scholar's home be at a greater distance from the University than five miles, a boarding allowance of £25 p.a., or annual travelling allowance is granted at the discretion of the Council.

There are also the following competitive scholarships:—"W. R. Giblin Memorial Scholarship," £15 p.a., awardable every third year; "Tasmanian Operative Lodge" Scholarship, £15 p.a., awardable every third year.

10. The University is non-residential.

Attendance at lectures is only compulsory for students taking the course for the LL.B. degree.

11. £500 salary plus exam. fees; average of three years: Classics, £60. Mathematics, £37. Law, £21.

Private practice to supplement income barred by terms of agreement.

The Professor in Law, however, has permission to "practise," but it has never been availed of.

12. The Census Returns for 1891, the year following the establishment of the University, gave population of Hobart 24,905, Launceston 17,208, Newtown 2,288. Only 11 towns had more than 1,000, but less than 2,000.

Total population of Colony:—1891, 146,667; 1901, 172,475.

Note.—The term "Council" in the University of Tasmania corresponds to "Senate" in the Western Australian Draft Bill.

APPENDIX V.

UNIVERSITIES.

The following report has been contributed by the Right Rev. Bishop Riley to the proceedings of the Commission:—

REPORT OF THE RT. REV. THE BISHOP OF PERTH.

When I was at home in 1908 I visited the following Universities: Cambridge, Manchester, Liverpool, and Birmingham, and I have pleasure in giving a report of what appear to be the features most interesting to us in Western Australia at each University.

Cambridge has wonderfully developed during the last 30 years, since I took my degree. I use the word "developed" advisedly, for in my opinion Cambridge always has been modern, as far as any particular period was concerned. In addition to its being a seat of ancient learning, Cambridge has been long a medical school, and for years has taught pure and applied science.

There has been a mineralogical museum since 1841. A new engineering laboratory and mechanical workshop was erected in 1894, and a new chemical laboratory in 1887. The Cavendish Laboratory, in which every facility is furnished for the prosecution of physical research, was the munificent gift of the seventh Duke of Devonshire. The latest addition to the teaching departments is that of Agricultural Science. It will be useful to us to know what branches of study are included in this department. They are:—Botany, Chemistry, Physics and Mechanics, Geology, Agriculture, Physiology and Hygiene, Entomology, Engineering, Surveying, Forestry, and Bookkeeping, all with special reference to agriculture. In addition to these opportunities for study, there are lectures in Sanitary Science, Tropical Medicine, and Education.

Oxford and Cambridge have done much to spread the advantages of the Universities all over England in three ways:—

(1) By holding local examinations in many centres. This has been done for more than 50 years.

(2) By giving courses of University extension lectures also in many centres. This has been done by Cambridge for 37 years. Last year the number of students attending the courses was more than 14,000. Examinations are held after the completion of each course, and certificates are given to those who pass.

(3) By holding summer meetings. In 1908 the meeting was held at Cambridge, and consisted of two sessions of a fortnight each. There were 676 students attending, many of them teachers, working men, and, strange to say, a goodly number of foreigners. I had the honour of preaching to a large gathering of these students at the University Church. The effects of this "extension" work is no doubt to be seen in the establishment of so many Universities in the Old Country during the last few years. Englishmen have at length learned the advantages which come from advanced learning, and have determined that their children shall have such advantages.

This "modernising" of ancient Universities does not please everyone, for Lord Rosebery is reported to have said that it was "no use putting new wine into old bottles."

Unfortunately this spirit actuates the Senate of the University of Cambridge, for, although women are permitted to reside and "keep terms" and enter for the same examinations as the men, and, moreover, take very high places in these examinations, they are not permitted to take a degree.

UNIVERSITY OF MANCHESTER.

History.—Owens College, Manchester, was founded by the will of a Manchester merchant, John Owens, who died in 1846 leaving £96,000 for the foundation of a college. It began its existence in a modest building in Quay Street, with a staff of five professors and two lecturers. The first Principal was a distinguished man of letters, Dr. A. J. Scott. The staff included Dr. Edward Frankland, Professor Williamson, and shortly afterwards Sir Henry Roscoe, the great chemist. The college was reorganised under two Acts of Parliament in 1870 and 1871. In 1873 it was removed to its present site in Oxford Road. In 1875 steps were taken to form a University called the Victoria University, consisting of colleges in various northern towns. Owens College was to be the first college, and the seat of the University was to be at Manchester. The charter was granted in 1880. University College, Liverpool, was admitted in 1884, and the Yorkshire College, Leeds, in 1887. In 1903 three Universities were formed out of the original Manchester University—Liverpool, Leeds, and Manchester.

Special Features.—The small beginning and the great development into three Universities. The splendid workshops and appliances in the Applied Science Department. The great facilities given for advanced studies and for scientific research for students who have taken their degrees. Fees are charged for matriculation, for courses of lectures, for examination, and for degrees.

The following are the faculties in which teaching is given:—Arts, Science, Law, Music, Commerce, Theology, Medicine, Dental Department, Technology, Department of Education, Pharmaceutical Department, Public Health Department, Engineering Department, Mining Department, School of Architecture. Advanced studies in the faculties of Arts, Science, and Technology.

BIRMINGHAM.

Birmingham is the place where I was born, so naturally I was interested to spend some time there looking over the University. The University is really the outcome of the Mason Science College, which was built and endowed by Sir Josiah Mason, a wealthy Birmingham manufacturer, in 1880.

Sir Josiah was evidently in great dread of religious difficulties, so he made definite statements that no creed or dogma was to be taught in the college, but that science teaching should be the first consideration. He was, however, persuaded to allow literature and foreign languages to be included in the curriculum.

In 1892 the Medical School was absorbed by the Mason College, thus the first step towards a real University was taken.

For the establishment of the University, Birmingham owes very much to the Right Hon. Joseph Chamberlain for his untiring efforts and his personal inspiration.

It is only about twelve years since the inhabitants of the Midlands seriously considered the idea of a local University, and since that time more than £500,000 has been subscribed towards the scheme. A charter was granted by the Crown in 1900.

From its inception the ideal of the University has been that it should be especially prepared to thoroughly educate the leaders of local industrial undertakings (for the rank and file of the industrial army the Technical School was already in existence). This accounts for the prominence given in its syllabus to utilitarian subjects. The study of the humanities is included as at other Universities, but, while at Birmingham a broad—in fact a University—education in any subject is obtainable, it certainly specialises in Applied Science and Commerce.

I give a list of the numbers of students attending the various lectures in 1907. (These do not include the medical students who numbered 170):—

Mathematics	305	Latin	146
Physics	190	Greek	13
Chemistry... ..	162	English	256
Metallurgy	56	Spanish	7
Zoology	31	Philosophy	50
Botany... ..	43	French... ..	218
Physiology (non-historical)	5	German	94
Geology and Geography	140	Italian... ..	3
Engineering	200	History	259
Mining... ..	43	Education... ..	129
Brewing	16	Commerce	30
Bacteriology (non-medical)... ..	3	Accounting	43
		Commercial Law	2

These figures show conclusively that, although a University should specialise in those sciences which are more necessary for the place in which it exists, yet it cannot afford to neglect, nor has it in fact any right to neglect the demands of those who wish to obtain, often in addition to scientific knowledge, a general education in the humanities.

The University buildings have been erected on a site of 25 acres, situated about three miles from the centre of the city. The income is derived chiefly from

(1) Endowments	£7,518
(2) Government grant	11,000
(3) Local authorities, City of Birmingham	
½d. rate	6,049
County Councils	1,000
(4) Fees	14,320
(5) For training of teachers	2,167
(6) Fees for work done in bacteriological departments from public departments and medical practitioners	1,255

The special feature at the University which interested me most was the Mining Department. There is an experimental coal mine occupying an acre of ground, where mining is thoroughly taught.

Its scheme of instruction in this department is so arranged as to meet the requirements of those who intend to become

- (1) Practising and consulting engineers.

- (2) Teachers of mining.
- (3) Colliery managers.
- (4) Managers of metal mines.
- (5) Mining surveyors.

LIVERPOOL.

The University of Liverpool began its career as a University College in 1881, in 1884 it became part of the Victoria University at Manchester, and in 1904 Liverpool College was separated from Owens College Manchester, and became the University of Liverpool. The College began its work in January 1881 with seven endowed professorships and three lectureships, chiefly the gifts of prominent citizens.

The Endowed Professorships were :—

1. Modern Literature.
2. Science pure
3. Science applied-technology (chemistry).
4. Philosophy.
5. Natural History.
6. Classics.
7. Art.

It has attracted men of high distinction to be its professors. Through the kindness of the well known Professor, Sir Rupert Boyce, I had the opportunity of inspecting the buildings, and had the advantage of meeting many of the Professors, and gaining from them much valuable information. The chief characteristics of the University appeared to me to be—

1. The avowed object. "While it has always asserted the value of a broad and sympathetic culture, it has never forgotten that its function is to train its students, both men and women, for the practical work of life in the community which it was established to serve."
2. The connection with the City. The city looks upon the University as part of the city life. It provided a valuable site and gives large sums every year in subsidies and scholarships. All scientific work of the Health Department is done in the University.
The Professor of Hygiene is the Medical Officer Health.
The Professor of Pathology is Bacteriologist to the Municipality.
The Professor of Chemistry is one of the City Analysts.
The Professor of Engineering is Chairman of the new Municipal Technical School.
3. The provision of teaching in the two branches of technology most requisite for such a centre of business is Liverpool.
(a) Liverpool is a commercial centre, therefore one of the principle schools established was the School of Commerce.
(b) Liverpool is one of the greatest shipping ports of the world, and is in communication with every quarter, so there has been established a School of Tropical Medicine, which is already renowned. It also has a Marine Biological Laboratory.

GENERAL CONCLUSIONS.

I would venture to sum up my observations thus :—

A modern University must take colour from its environment. "It must," in the words of Mr. Chamberlain, "not only be a school of general culture, but it must also practically assist the prosperity and welfare of the district in which it is situated by the exceptional

attention which it would give to the teaching of science in connection with its application to local industries and manufactures." Cambridge developed the teaching of agriculture because agriculture had been almost ruined in the Eastern Counties chiefly through want of scientific knowledge. Manchester made a feature of commerce and textile manufactures. Birmingham of mining and mechanical engineering, being the centre of a mining district and the chief town of iron and steel manufactures. Liverpool developed like Manchester, and, in addition, considering that she is one of the great ports of the world liable to infection of all

kinds, a Tropical School of Medicine comes to the front naturally. So in Western Australia, considering that our chief sources of prosperity are mining and agriculture (including viticulture and forestry) we too should have "a School of General Culture," and give exceptional attention to the Departments of Agriculture and Mining.

The method of government in these four Universities is so intricate and cumbersome that there is nothing for us to learn excepting what to avoid.

(Sgd.) C.O.L., PERTH.

APPENDIX VI.

Report by Dr. J. W. Smith on the University of London.

The University of London is chiefly interesting to us as being in its origin wholly, and even now almost wholly, a parliamentary institution. It has no land, and, at its commencement, had no private endowments. It lived at first on a parliamentary grant of £8,000 a year, and even yet from Parliament receives no more.

The first Senate, its executive body, was of necessity comprised solely of Crown nominees. It had to wait some years before it had a large body of graduates by whose election a certain proportion of vacancies in the Senate were filled up. The chief lesson of its constitutional history to us is the gradual admission to the Senate of members elected by the Convocation of Graduates and, later on, by the appointments made by public bodies, such as the Inns of Court, the Law Society, the London hospitals and colleges, and the Corporation of London. We in Perth may look forward to a similar development.

On most of the questions which we have addressed to the several Universities, London can give us little aid. It requires no land, it cannot estimate the incomes of its appointed teachers, who are mostly on the staffs of colleges, nor can it tell us what are the students' fees for teaching paid to these colleges. The external students may, except in medicine and surgery, pick up their learning as they please and may or may not belong to some college beyond the thirty-mile radius which is prescribed for the Internal Students. All that the University can tell us about fees concerns its own fees; fees paid for examination. These range from £2 for matriculation to £5 for intermediate examinations, £5 and £6 for Bachelor's examinations ranging to as high as £20 for some of the Doctors.

To us the University is chiefly instructive in regard to its constitution and machinery. The governing body is the Senate which consists of the Chancellor, the Chairman of Convocation, and 51 other persons who are not necessarily graduates.

Of these 51 members, 16 are elected by the graduates in Convocation, and 16 by the members of the 8 Faculties, 18 by various public bodies such as the Inns of Court and the College of Physicians, and 4 are appointed by the King in Council.

The 8 Faculties are Theology, Arts, Law, Music, Medicine, Science, Engineering, and Economics. The members of the Faculties are the teachers of the University, and each Faculty elects its own Dean.

The Convocation consists of graduates of three years standing. In addition to the right of electing Senators, the Convocation may accept, with the consent of the Senate, any new or supplemental charter, and

may consent to the surrender of a charter, and may discuss any matter relating to the University, and declare its opinion thereon to the Senate. The convocation has also the right to appeal to the Privy Council against any constitutional changes adopted by the Senate.

The "teachers of the University" are chiefly drawn from the professors and other teachers of the "Schools of the University" and of other institutions having recognised teachers.

The Schools include University College, King's College, other colleges for special subjects, such as Divinity, and the London Hospitals. There are some thirty institutions having recognised teachers.

The particulars above set out will, however, fail to give an idea of the way in which the work of the University is done, without reference to the "Academic Council" and the "Council for External Students."

The Academic Council consists of the Chancellor, the Vice-Chancellor, and the 16 Senators who are appointed by the 8 Faculties, and a member or members elected by the Senate to make the number up to 20. It is from this Council that the Senate invites and receives reports as to the courses of study of the "Internal Students," that is, of the matriculated students of the University who belong to colleges recognised by the University and situated within a thirty-mile radius from the University Building. This Council also reports on the admission of institutions as "Schools of the University," the appointment of examiners, the regulation of the examinations, the recognition of teachers of the colleges within the radius as "teachers of the University," the allocation of funds for teaching equipments, the payment of teachers, and some other matters.

The "Council for External Students" reports to the Senate on matters relating to the studies and the examination of External Students, and consists of 28 members, 16 of whom are elected by Convocation, the body which is expressly charged with the protection of the interests of these students, who are very numerous. The class "External Students" consists of all matriculated students of the University who pursue their studies outside the thirty mile radius above mentioned. Many of them belong to colleges situated beyond the radius, and others pick up their learning as they can—a very meritorious class and deserving of every encouragement.

This distinction is pointed out because, without it, the machinery of the University of London as now constituted cannot be understood, and also because, in a land of long distances like Western Australia, if we have a University established here we may be compelled, in a few years' time, to take count of "the external student."

APPENDIX VII.

DRAFT OF A

B I L L

FOR

AN ACT to Establish, Incorporate, and Endow
the University of Western Australia.

WHEREAS of the States of the Commonwealth Western Australia alone is unprovided with a University:

And whereas it is desirable that provision should be made for further instruction in those practical arts and liberal studies
5 which are needed to advance the prosperity and welfare of the people:

And whereas it is desirable that special encouragement and assistance should be afforded those who may be hindered in the acquisition of sound knowledge and useful learning by lack of
10 opportunity or means:

And whereas for these purposes it is expedient to incorporate and endow a University within the State of Western Australia,

Be it therefore enacted by the King's Most Excellent Majesty, by and with the advice and consent of the Legislative Council and
15 Legislative Assembly of Western Australia, in this present Parliament assembled, and by the authority of the same, as follows:—

Preliminary.

1. This Act may be cited as the *University of Western Australia Act, 1910.* Short title.

20 2. In this Act, unless the context otherwise indicates, the following terms have the meanings set against them respectively:— Interpretation.

“University”

“University”—The University of Western Australia constituted under the authority of this Act;

“Senate”—The Senate of the University;

“Convocation”—Convocation of the University.

“Statutes”—Statutes of the University made under the authority of this Act. 5

Establishment of the University.

The University of Western Australia.

3. There shall be from henceforth for ever in the State of Western Australia a University to be called “The University of Western Australia” with such Faculties as the Statutes of the University may from time to time prescribe. 10

The University to consist of Senate, Convocation, and members.

4. The University shall consist of a Senate, Convocation, and graduate and undergraduate members:

Provided that until Convocation is constituted, the University shall consist of a Senate and the members for the time being: 15

Provided also that on the appointment of the first members of the Senate the University shall be lawfully constituted for the purposes of this Act.

The governing authority.

5. The governing authority of the University shall consist of the Senate and Convocation: 20

Provided that until Convocation is constituted the governing authority of the University shall consist of the Senate only.

Incorporation.

6. The University shall be a body corporate, with perpetual succession and a common seal, and shall under its name be capable in law of suing and being sued, and of taking, purchasing, holding, and alienating all real and personal property whatsoever, whether the same is situated in Western Australia or elsewhere, and of doing and suffering all such acts and things as bodies corporate may by law do and suffer. 25

Visitor. 30

Visitor.

7. The Governor of the State of Western Australia shall be the Visitor of the University, and shall have authority to do all things which appertain to Visitors as often as to him shall seem meet.

Senate. 35

The Senate.

8. (1.) The Senate shall consist of eighteen persons appointed or elected as hereinafter provided.

(2.) No person who holds any salaried office in the University as a dean of faculty, professor, lecturer, or examiner shall, on that account only, be incapable of being appointed 40

pointed or elected or of acting as a member of the Senate, but the number of such officers in the Senate at the same time shall not exceed three.

(3.) No person who is a Principal of any Secondary, Continuation, or Technical School, or School of Mines, or similar educational institution, or is a teacher engaged therein shall on that account only be incapable of being appointed or elected, or of acting as a member of the Senate, but the number of such persons in the Senate at the same time shall not exceed two.

10 9. (1.) The first members of the Senate shall be appointed by the Governor within six months after the passing of this Act. Appointment of first members.

(2.) The names of the persons so appointed shall be published in the *Government Gazette*.

15 (3.) All the members of the Senate so appointed shall remain in office until after the first election of members of the Senate to be held on the first Tuesday in March next after the date of the constitution of Convocation, or upon such later date in that month as the Senate may appoint.

20 (4.) A vacancy which arises in the Senate at any time prior to the last mentioned date shall forthwith be filled by the appointment of a member by the Governor, and every such appointment shall be published in the *Government Gazette*.

25 10. (1.) After the constitution of Convocation the members of the Senate shall be elected and appointed in manner following, and subject to this Act shall hold office for six years. Election and appointment of members after constitution of Convocation.

(2.) As soon as conveniently may be after the constitution of Convocation, and before the first Tuesday in March next thereafter the Governor, by notification in the *Government Gazette*, shall—

30 (a.) divide the members of the Senate into six groups, each group consisting of three members, and

(b.) declare that the members of one of such groups shall go out of office on the said first Tuesday in March, and that the members of the remaining groups shall respectively go out of office by such groups at the first, second, third, fourth, and fifth annual election of members of the Senate in the next ensuing years.

40 (3.) On or before the first Tuesday in March next after the constitution of Convocation and thereafter on or before the first Tuesday in March in every year, the Governor shall appoint one person to be a member of the Senate.

(4.) On the first Tuesday in March next after the constitution of Convocation, or upon such later date in that month as the Senate may appoint, and thereafter on the first Tuesday in March in

in every year, or upon such later date in that month as the Senate may appoint, Convocation shall elect two persons to be members of the Senate.

(5.) At every election held after the first appointed members have gone out of office by groups as aforesaid, two elective members and one appointed member of the Senate shall go out of office by rotation. The members who shall go out of office shall respectively be the elective or appointed members who have been longest in office without re-election or reappointment. 5

(6.) Every member of the Senate going out of office at an annual election shall retain his office until the appointment of a member in his place, or until the members elected at such election are declared duly elected, as the case may be, and shall thereupon, unless he is reappointed or re-elected, go out of office. 10

(7.) Elections of members of the Senate shall be conducted by ballot (including postal ballot) in accordance with the Statutes. 15

Disqualifications.

11. No person who—

- (a.) Is not of the full age of twenty-one years;
 - (b.) Is an undischarged bankrupt; or
 - (c.) Has his affairs under liquidation by arrangement with his creditors; or 20
 - (d.) Has been convicted of an offence and sentenced to imprisonment, unless he has received a free pardon or has undergone the sentence passed upon him; or
 - (e.) Is an insane person or patient within the meaning of the laws in force for the time being relating to lunacy; 25
- shall be capable of being or continuing a member of the Senate.

Chancellor and Pro-Chancellor.

Chancellor and
Pro-Chancellor.

12. At its first meeting held after the date of its constitution, and thereafter at its first meeting held after the first Tuesday in March in every year, the Senate shall elect two of its members to be respectively Chancellor and Pro-Chancellor of the University. 30

Powers of Senate.

Appointment of
officers and man-
agement of
affairs.

13. Subject to this Act and the Statutes, the Senate may from time to time appoint deans, professors, lecturers, examiners, and other officers and servants of the University, and shall have the entire control and management of the affairs and concerns of the University, and may act in all matters concerning the University in such manner as appears to it best calculated to promote the interests of the University. 40

14. The Senate shall have the control and management of all real and personal property at any time vested in or acquired by the University; and may set out roads, streets, and open spaces, and erect and maintain buildings upon and otherwise improve any
 5 land or other property as in their absolute discretion they may think fit, and may apply any trust funds of the University to any such purposes.

Control and management of property.
 See 1904, No. 6, s. 6.

15. The Senate, in the name and on behalf of the University, may grant leases of any lands vested in the University for any
 10 term not exceeding twenty-one years, and, with the approval of the Governor, but not otherwise, may grant building leases for any term not exceeding ninety-nine years, and may, with the like approval, mortgage such lands.

Power to lease land.
 See 1904, No. 6, s. 7.

16. The Senate, in the name and on behalf of the University, may dispose of any real or personal property acquired by gift, devise, or bequest as they may think fit, subject only to the express trusts of any deed, will, or instrument under which such property
 15 is acquired.

Power to dispose of land acquired by gift, etc.
 See 1904, No. 6, s. 8.

Convocation.

- 20 17. (1.) Convocation shall consist of—
- (a.) All members and past members of the Senate;
 - (b.) All graduates of the University of the degree of Master or Doctor;
 - (c.) All other graduates of the University of three years' standing;
 - (d.) All graduates of other Universities of three years' standing who have been admitted to degrees in the University, provided that the standing of such graduate shall be reckoned from the date of his graduation in such
 25 other University;
 - (e.) Such fellows, members, licentiates, and associates of Colleges or Institutions outside the State, duly authorised to grant degrees, diplomas, licenses, or certificates as shall under the statutes be admitted to be members
 30 of Convocation.
 - (f.) The representative for the time being of any commercial, industrial, scientific, or educational society, institution, or association within the State having not fewer than fifty *bona fide* members, and which makes an annual contribution to the University of not less than ten pounds, and has made such contribution for two years immediately preceding that for which the said representative claims to be appointed; provided that such
 35
 40 representative

Convocation.

representative shall be appointed by the members of such society, institution or association, and shall hold office for one year, but shall be eligible for reappointment.

(g.) All individual persons who have made any gift or donation, whether by instalments or otherwise, to the University amounting in money or value in the aggregate to not less than one hundred pounds. 5

(h.) The duly appointed representative of the Guild of Undergraduates. 10

(2.) Until Convocation is constituted the Senate shall cause to be kept a roll of all persons who are entitled to become members of Convocation, and thereafter shall cause to be kept a roll of all members of Convocation.

(3.) When the number of persons so enrolled amounts to sixty, the Senate shall report the fact to the Governor. 15

The report shall be published in the *Government Gazette*, and Convocation shall be deemed to be constituted on the date of such publication, and its first meeting shall be convened by the Vice-Chancellor, and shall be held within sixty days thereafter. 20

Warden.

The Warden.

18. Convocation shall at its first meeting held after the date of its constitution, and thereafter at its first meeting held after the first Tuesday in March in every year, elect one of its members to be its Warden. 25

Vacancies.

Resignation.

19. (1.) A member of the Senate may resign his office by writing under his hand addressed to the Chancellor.

(2.) The Chancellor or Pro-Chancellor may resign his office by writing under his hand, addressed to the Pro-Chancellor or Chancellor, as the case may be. 30

(3.) The Warden of Convocation may resign his office by writing under his hand, addressed to the Chancellor.

(4.) Every such resignation shall be complete, and shall take effect from the time when it is received at the office of the University. 35

Vacancies.

20. The office of member of the Senate shall be vacated—

(a.) If he is or has become disqualified under the provisions of this Act; or

(b.) If, without leave obtained from the Senate in that behalf, he has been absent from all meetings of the Senate held during a consecutive period of at least six months; 40

or

(c.) Upon death or resignation. 21.

21. Any vacancy which occurs in the office of Chancellor, Pro-Chancellor or Warden from any cause whatsoever, except annual retirement, shall be filled as it occurs, by election, and if any such vacancy is not so filled within three months after it occurred, then
 5 it shall be filled by the Governor by the appointment of some qualified person to the office.

Vacancy in office of Chancellor, Pro-Chancellor, or Warden—how filled.

22. After the date of the constitution of Convocation any vacancy which occurs in the Senate, from any cause whatsoever, except annual retirement, shall be filled in the case of an appointed
 10 member by the appointment by the Governor of another member, or in the case of an elected member by the election by Convocation of another member, and if in the latter case any such vacancy is not so filled within three months after it occurred, then it shall be filled by the Governor by the appointment of a member.

Vacancy after constitution of Convocation—how filled.

15 Upon the occurrence of a vacancy to which this section applies, the person appointed or elected to fill such vacancy shall be deemed to have been appointed or elected at the same time as the person whom he succeeds in office.

23. Nothing herein contained shall prevent any person from
 20 being immediately, or at any time, re-appointed or re-elected to the office of Chancellor, Pro-Chancellor, Warden, or member of the Senate, if he is capable for the time being, under the provisions of this Act, of holding such office.

Re-appointment.

Proceedings.

25 24. (1.) At every meeting of the Senate the Chancellor, or in his absence, the Pro-Chancellor, shall, except as hereinafter provided, preside as chairman.

Chairman.

(2.) At every meeting of Convocation the Warden shall, except as hereinafter provided, preside as chairman.

30 (3.) In the absence of the Chancellor and Pro-Chancellor the members of the Senate present, and in the absence of the Warden the members of Convocation present, shall elect a chairman of the meeting.

25. No business shall be transacted at any meeting of the
 35 Senate unless eight members, or of Convocation unless twenty-five members, are present.

Quorum.

26. No proceedings of the Senate or Convocation, or of any committee thereof, or of any person acting as member or as Chancellor or Pro-Chancellor or Warden, shall be invalidated by reason
 40 of any defect in the appointment or of any disqualification of any such person or by reason of there being any vacancy in the number of members of the Senate at the time of such proceedings.

Proceedings not invalidated in certain circumstances.

Vice-Chancellor.

Vice-Chancellor.

The Vice-Chancellor.

27. (1.) At the first meeting of the Senate held after the passing of this Act or as soon thereafter as may be possible the Senate shall proceed to appoint a Vice-Chancellor, who shall, subject to the statutes, hold office for a period not exceeding ten years, but who shall be eligible for re-appointment for such further period as the Senate may deem fit. 5

(2.) The Vice-Chancellor shall be the executive officer of the University, and shall possess such powers and perform such duties as may by statute be prescribed. 10

(3.) The Vice-Chancellor may be present at any meeting of the Senate or Convocation, and shall have the right to speak thereat, but shall not be entitled to vote.

Guild of Undergraduates.

The Guild of Undergraduates.

28. (1.) There shall be a Guild of Undergraduates. 15

(2.) Subject to the conditions of membership prescribed by Statute, all undergraduate students of the University shall be members of the Guild.

(3.) The Guild shall be an organised association of such undergraduates for the furthering of their common interests, and shall be the recognised means of communication between the undergraduates and the governing authority of the University in accordance with such Statutes as the governing authority may prescribe. 20

Instruction, Degrees, Examination.

Instruction, degrees, etc.

29. Subject to this Act and the Statutes the Senate may cause instruction to be given to students, whether matriculated or not, and may grant degrees, diplomas, and certificates, in any branch of knowledge in which degrees, diplomas, and certificates are granted in the United Kingdom, and may also confer honorary degrees or other distinctions on approved persons: 25 30

Provided that all degrees and other distinctions shall be conferred and held subject to any provisions which may be made in reference thereto by the Statutes.

Examinations.

30. (1.) Subject to this Act and the Statutes the Senate may cause public examinations to be held for testing the proficiency of such candidates as may present themselves for examination in any branch or branches of knowledge, and may grant certificates of proficiency to candidates who successfully pass such examinations. 35

(2.) When any public authority is empowered by law to require any person to submit to an examination as to his proficiency in any branch or branches of knowledge, or to produce evidence of such proficiency as a condition of obtaining any appointment 40-

appointment or any scholarship, or other reward of merit, or of being admitted to any profession, calling, or office, the Governor may require the Senate to undertake the examinations of persons desiring to submit themselves for examination in such branch or
5 branches of knowledge, and the Senate shall cause such examinations to be held accordingly.

Statutes.

31. (1.) The governing authority may from time to time make, alter, and repeal Statutes with respect to all or any of the follow-
10 ing matters, that is to say—

Power to make Statutes.

- (a.) The management, good government, and discipline of the University;
- (b.) The use and custody of the common seal;
- (c.) The admission as members of Convocation of any fellows, members, licentiates, or associates of Colleges or In-
15 stitutions outside the State duly authorised to grant degrees, diplomas, licenses, or certificates;
- (d.) The method of election of members of the Senate by Convocation;
- (e.) The manner and time of convening, holding, and adjourning the meetings of the Senate and Convocation; the method of voting at such meetings; the powers and duties of the Chairman thereof; the conduct and record of the business; the appointment of Committees
20 of the Senate and Convocation, and the quorum, powers, and duties of such Committees;
- (f.) The tenure of office, stipend, and powers and duties of the Vice-Chancellor;
- (g.) The number, stipend, manner of appointment and dismissal of deans, professors, lecturers, examiners, and other officers and servants of the University;
- (h.) The matriculation of students;
- (i.) The times, places, and manner of holding lectures, classes, and examinations, and the number and character of
25 such lectures, classes, and examinations;
- (j.) The promotion and extension of University teaching;
- (k.) The granting of degrees, diplomas, certificates, and honours;
- (l.) The conditions upon which degrees, diplomas, certificates, and honours may be granted to non-resident students;
- (m.) The granting of fellowships, scholarships, exhibitions, bursaries, and prizes;

(n.)

- (n.) The admission of students of other Universities to any corresponding status or of graduates of other Universities to any corresponding degree or diploma without examination;
 - (o.) The admission to any degree of any woman who has in any University passed such examinations as persons admitted to a corresponding degree in such University would be required to pass, if such University does not, or at the time of passing the examinations did not, grant degrees to women; 5
 - (p.) The fees, if any, to be paid for examinations, for the granting of degrees, diplomas, and certificates, and for attendance at the lectures and classes of the University; 10
 - (q.) The establishment, management, and control of libraries and museums in connection with the University; 15
 - (r.) The licensing and supervision of boarding-houses intended for the reception of students, and the suspension or revocation of such licenses;
 - (s.) The affiliation to or connection with the University of any College, whether incorporated or not, or any Educational Establishment wheresoever situated, to which the governing body of such College or Educational Establishment may consent, and the fees payable thereon; 20 25
 - (t.) Providing for a scheme of superannuation for the salaried teachers and officers upon retirement.
 - (u.) The control and investment of the property of the University;
 - (v.) The Guild of undergraduates, and the condition of membership; 30
 - (w.) Academical costume; and
 - (x.) Generally all other matters not inconsistent with the provisions of this Act.
- (2.) The draft of every proposed statute as passed by the Senate shall be submitted to Convocation for its consideration, and if Convocation does not within three months thereafter disallow the same, such statute shall be deemed to be approved. 35
- (3.) Within the time aforesaid Convocation may amend any such proposed statute and return the same as amended to the Senate for its consideration, whereupon, if the Senate agrees to such amendment, such statute as amended shall be deemed to be approved. 40
- (4.) Save as aforesaid no proposed statute shall be deemed to be approved. 45
- (5.)

(5.) Convocation shall have no power to originate statute.

(6.) Until Convocation is constituted, the draft of a statute proposed to be made by the Senate shall be published in the *Government Gazette* at least one month before it is finally adopted and approved by the Senate.

32. (1.) Every statute when approved shall be sealed with the common seal, and shall be transmitted by the Chancellor for the approval of the Governor, and upon being so approved shall be published in the *Government Gazette*, and shall thereupon have the force of law.

(2.) Copies of every such statute shall be laid before the House of Parliament forthwith, if then sitting, and if not then sitting, within fourteen days after the commencement of the next ensuing session.

If either House of Parliament within the next subsequent thirty days resolves that any such statute ought to be annulled in whole or in part, such statute or part thereof shall, after the passing of such resolution, be of no effect, without prejudice to the validity of anything done in the meantime under the provisions of any such statute.

(3.) The production of a copy of a statute under the common seal, or of the *Government Gazette*, containing a copy of the same, shall, in all proceedings, be sufficient evidence of the statute.

Affiliated Institutions.

33. It shall be lawful for the governing authority of the University to make statutes upon such terms, conditions, and amounts of fees as the said governing authority may deem fit for the affiliation to or connection with the said University of any college or educational establishment to which the governing body of the college or educational establishment may consent, and for the licensing and supervision of boarding-houses intended for the reception of students and the revocation of such licenses:

35. Provided always that no such statutes shall affect the rules or observances or regulations enforced in such colleges or educational establishments or boarding-houses.

Endowment and Revenue.

34. (1.) By way of permanent endowment, the Governor may grant or demise to the University such lands of the Crown as he may think fit.

and personal property, whatsoever at the commencement of this Act vested in "The Trustees of the University of Western Australia," by force of this Act, and without any conveyance or assignment, vest in and become the property of the University.

5

There shall be charged or levied upon any property of the University; but the benefit of such exemption shall extend to any other person who may become the owner of any such property, whether as purchaser, lessee, or otherwise. Notwithstanding such exemption, such property when the same is leased or occupied for any private

10

There shall be paid to the Senate out of the Consolidated Revenue a sum of not less than thirteen thousand five hundred pounds in every year for the purpose of defraying the charges and expenses connected with the establishment, management, and control of the University.

15

All fees and all other moneys received by the Senate under the provisions of this Act or otherwise shall be applied by the Senate solely for the purposes of the University.

20

General Provisions.

No religious test shall be administered to any person in order to entitle him to be admitted as a student of the University, to hold office therein, or to graduate thereat, or to enjoy any other privilege, advantage, or privilege thereof.

25

The provisions of this Act, and all the benefits, advantages, privileges of the University, shall extend to women equally with men.

The Senate shall, within three months from the close of each university year, or in December transmit to the Governor a report of the proceedings of the University during the previous year, and the report shall contain a true and detailed account of the income and expenditure of the University during such period, and in such manner as the Governor may direct.

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A copy of every such report shall be laid before both Houses of Parliament.

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The corporation of the "Trustees of the University Endowment" is hereby dissolved, and the trustees incorporated under that name are discharged from the trusts imposed upon them by the University Endowment Act, 1904, except as regards any obligation to account or report in respect of the past administration of such trusts.

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to be



